DOCUMENT RESUME

ED 103 775 CG 009 649

TITLE	A Guide to Student Council Projects. New Directions for Student Councils, Number 14.
INSTITUTION	National Association of Secondary School Principals, Washington, D.C.
PUB DATE	71
NOTE	84p.; For related documents, see CG 00[illegible] 641-652
AVAILABLE FROM	The National Association of Secondary School Principals, 1201 1[illegible]th Street, N. W., Washington, D. C. 20036 (HC-$2.00)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS	Cocurricular Activities; Community Service Programs; Curriculum Development; *Innovation; Pamphlets; Pollution; *Program Evaluation; *Program Planning; *School Activities; Secondary Education; *Student Government

ABSTRACT

Over the years, it has been painfully apparent that student interest and participation has dropped off dramatically in those student councils which have dragged their feet, contenting themselves with sock hops and candy sales. At a time when many new groups are appearing on the scene, espousing a variety of causes, student councils must work harder than ever to maintain their position of leadership by broadening their outlooks, redirecting their activities, and involving students--all students--in new areas of thought and activity. This booklet is an attempt to help student councils reassess existing programs, many of which have returned substantial dividends, and to find new directions for their activities programs. Many, of course, have already developed exciting new programs; for them, this booklet will simply reaffirm their belief in the need for constant self-evaluation and self-improvement. For others, however, it is hoped that the book may spark new ideas for involvement in such areas as curriculum development, pollution control, and community service. (Author/PC)

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A Guide to Student Council Projects

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New Directions for Student Councils

NUMBER FOURTEEN

A Guide to Student Council Projects

THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
1201 Sixteenth Street, N.W., Washington, D.C. 20036

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Foreword

IT HAS BEEN SAID that a student council is no better or no worse than its activities program. We would go one step further: student council *is* student activities.

In recent years, this has been painfully apparent as student interest and participation have dropped off dramatically in those councils which dragged their feet, contenting themselves with sock hops and candy sales. In the year 1971, students want more than that; they insist on being involved in school, as well as community, affairs as never before. It is the responsibility of the student council to provide the framework for such involvement.

At a time when many new groups are appearing on the scene, espousing a variety of causes, student councils must work harder than ever to maintain their position of leadership by broadening their outlooks, re-directing their activities, and involving students —all students—in new areas of thought and activity.

This booklet is an attempt to help student councils reassess existing programs, many of which have returned substantial dividends, and to find new directions for their activities programs. Many, of course, have already developed exciting new programs; for them, our booklet will simply reaffirm their belief in the need for constant self-evaluation and self-improvement. For others, however, we hope that our efforts may spark new ideas for involvement in such areas as curriculum development, pollution control, and community service.

It is, then, with high hopes for the revitalization of activities programs in councils across the country that we offer *A Guide to Student Council Projects.*

OWEN B. KIERNAN
Secretary
National Association of Student Councils
Executive Secretary
National Association of Secondary School Principals

Introduction

THE successful student council is the active student council. It is difficult, if not impossible, for a council to occupy a position of any importance in the school, to be regarded as the leader in school affairs, and to command the respect of the entire student body unless it is constantly working to improve the school.

The successful student council promotes worthwhile activities throughout the school year and encourages other organizations to do the same. Letters to the National Association of Student Councils often ask how to improve the council's prestige, and the answer is always, "Do something worthwhile."

It is not necessary for the council to sponsor every project in the school; in many instances it is more effective to lend encouragement, support, and assistance to other school groups in the planning and carrying out of projects. The principles governing successful projects are the same, however, whether these projects are carried out by the council or by the clubs.

- Projects should be geared to interest a large portion of the student body. Students must feel that what they are doing is worthwhile; that the project is of enough importance for them to contribute time and effort to its successful completion. Obviously, some projects are going to be more important than others, but a student council cannot hope to maintain its prestige and importance in the school if its projects, for the most part, are trifling and unimportant.
- Projects should present a real challenge to the student body and should require the students' best thinking. Most students work best on projects which demand imagination and ingenuity.
- Throughout the school year, the council's activity program should include, insofar as possible, every student in school.

Obviously, some projects will appeal to one group of students and others will appeal to a different group. In general, however, the council should attempt to find projects that will include everyone. A sure route to failure is to set up projects which regularly leave out any large portion of the student body.

- Only those projects in which a reasonable possibility for success exists should be attempted. If the council knows that their goal cannot be accomplished and that there is little or no possibility of success, there is no point in attempting that project. This should not discourage a council from tackling a hard problem; often those projects which appear most difficult are finally solved by the combined thinking and actions of the group.

- Most projects should be completed within one year, even though certain projects are necessarily "continuing." These are long-range projects which councils work on year after year but which no one council can be certain of completing in that year. It is often difficult to maintain student interest under such circumstances. Students, like everyone else, like to look back on a good job, knowing that they have helped to carry it through to successful completion. A good idea, then, is to plan those projects which can be started and ended in one school year.

- The project must be educationally sound. The student council is an educative device and everything the council does must, in some way, contribute to the growth and development of those who are affected by its program.

- The emotional and educational maturity of those whom the project is supposed to interest must be taken into account when planning any student council activity. Some projects, perfectly proper and acceptable for junior high students, may be entirely inappropriate for high school seniors, and, of course, the reverse is true, too.

- Well-defined goals should be explained to the student body. Why is this particular project being considered? What exactly does the council hope to accomplish? The council should

know specifically what it has in mind, and these objectives, as well as the plans, should be explained to the student body.

- The project must be realistic. There are many things which ought to be done, but is the student council the group to do them? Should they be done at this time? In this particular location? With this group of students? Not everything that needs doing should be done by the student council.

- Successful projects have one point in common—the principal is consulted in advance. By keeping the principal informed on proposed projects and, in many cases, by submitting to him full details of the project, students ensure a good working relationship between council and administration.

  This aspect of shared responsibility between students and principal is particularly important since it is the principal who is legally responsible for the activities of school organizations and who knows the legal problems of money raising, crowd supervision, and school district liability.

A Guide to Student Council Projects

What To Do

A RE-READING of the projects described in past NASC handbooks reveals that many of the "old" projects reported to NASC by student councils are still being carried on by many schools across the country, evidently with success. Therefore, in compiling this booklet it was decided to include many of those projects here and to add to them others submitted more recently.

The following projects come from every type of school in NASC's membership: public, parochial, and private school; junior and senior high schools; schools with fewer than 100 students and schools with several thousand students. Student council members should read the list of projects, and the reports that follow, and select those projects which will make their own activity programs more vital.

The following, of course, is only a partial list. Without doubt, every school in the country could add at least one successful activity to the list. It is the hope of the National Association of Student Councils that this booklet will merely serve to suggest possible new directions for student councils and their activities programs.

Student Rights, Responsibilities

Write a student bill of rights
Revise the school constitution
Issue to all students a statement of beliefs approved by the council
Establish a student problem hearing board
Seek representation on the school's curriculum committee
Establish a student rights and responsibilities committee
Initiate an honor system
Draw up an honor code

Set up a plan of student supervision of study halls
Keep students abreast of current court decisions involving student rights and responsibilities through a newspaper column, fact sheet, etc.

Environment, Ecology

Sponsor Earth Day, Earth Week projects, community clean-up days
Develop a long-range, schoolwide environmental program
Set up a student council committee on the environment
Submit environmental resolutions to the state legislature
Publish fact sheet on local environmental problems and ways for the individual to help solve the problems; circulate copies in school and in the community
Investigate local pollution problems, prepare a report, and present the facts as a public service report on the local radio or television station
Set up a collection booth at local shopping center during the week-end for recyclables—paper, cans, bottles
Hold a paper drive; sell the paper to a recycling plant
Help maintain local game preserves
Campaign to keep the school grounds immaculate; plant shrubs to improve the appearance

Health, Safety

Sponsor a drug abuse program, panel discussion, week-long seminar, or workshop
Set up a telephone "hot line" for students with problems of all sorts
Organize a drug committee to investigate the drug situation and report to the entire student body
Do research on drugs and publish a fact sheet on drugs and their effect to be distributed to the entire student body
Send members of the school drug committee to local elementary schools to talk with students about drugs
Arrange for the mobile chest x-ray unit to come to your school and assist its staff wherever possible.
Organize a school safety council
Work with local police to improve poorly marked roads and other traffic hazards
Paint strips on parking lots
Try to get a course in driver education
Hold an assembly on the population explosion and its implications
Sponsor a guest speaker or current film on crucial personal issues facing all young adults

Community Involvement

Hold "rap sessions" on local radio, television
Seek representation on town boards (board of education, environmental control board, parks and recreation commission, etc.)
Supervise elementary school students during lunch hour
Serve as after-school teachers' aides to understaffed school
Sponsor clean-up days in ghetto areas (plant shrubs, paint and repair fences, clean up trash, etc.)
Sponsor a rat control campaign in ghetto area
Conduct an anti-vandalism campaign, especially for Halloween through UNICEF
Organize a year-long program to help shut-ins (through visits, cards and letters, small homemade presents, etc.)
Hold a clothing drive for poverty families
Collect, repair, and distribute toys for underprivileged children
Entertain children while parents vote
Assist in a get-out-to-vote campaign
Develop a know-your-community campaign
Assist in approved community campaigns (UGF, etc.)
Maintain a community bulletin board
Help clean up roadsides, parks, and urge people to keep city clean
Plant trees, shrubs, flowers in various parts of city
Cooperate with community agencies in the building of a new hospital or other community building
Collect books and magazines for an orphanage, a home for the aged, or a hospital
Set up and direct a community youth center
Present programs on student council to local clubs and organizations
Help establish a museum of items pertaining to local city history
Work to maintain zoning regulations (to prevent desirable areas from going commercial)
Serve as host to a local service club each month
Send student council representatives to meetings of local service clubs
Serve on city, county, or state youth commissions
Try to change an unworkable and unenforceable curfew law
Sponsor a family night at school for parents
Provide a panel meeting for city educators (or at state convention)
Send regular reports of school news to local papers
Set up a speakers bureau of students who will appear before any local group
Study history of town, present an assembly program, or publish a booklet on it
Work in campaign to put across a bond issue

Assist in summer recreation program; start such a program if one does not exist
Cooperate in membership drive for PTA

In-School Relations: Student-Faculty-Administration

Form a student advisory committee to the principal
Organize a curriculum committee to advise the administration's curriculum committee or seek representation on the already existing committee
Organize ad hoc student-faculty committees to study specific school problems
Organize a series of assemblies that employ the talents of uninvolved students which have heretofore gone unrecognized
Initiate a program whereby Mexican-American students serve as teachers' aides in Spanish classes
Sponsor a teacher appreciation day
Renovate the faculty lounge
Hold an annual faculty tea
Sponsor a student-teacher basketball game
Help a sick teacher by doing yard work, etc.

Inter-School Relations

Help an elementary school or junior high school organize a student council
Organize and/or participate in regional student council meetings
Develop a student exchange program with a school in another city
Plan an exchange day or week between local schools
Form an inter-high school council in your town
Collect supplies for under-equipped school

International Relations

Participate in the United Nation's International Walk for Development
Cooperate with such international organizations as CARE, UNICEF, Junior Red Cross, and American Field Service
Finance a foreign student studying at your high school for a year
Raise funds to send a student to another country for study
Invite foreign students and other foreign members of the community to come to school and talk about their countries
Make a tape of typical school activities, discussions, etc. and send it to a school in another country
Organize a pen pals club

Hold an assembly on the work of the United Nations
Sponsor an orphan in a foreign country
Invite students who have traveled abroad during the summer to make informal talks and show slides during a noon hour assembly
Keep a file and post information on a bulletin board about special travel rates abroad for students
Observe United Nations Week

Citizenship

Hold voter registration drives for 18-year-olds
Write a voter registration fact sheet to distribute to student body
Hold an assembly or classes informing 18-year-olds of their new voting rights and responsibilities
Secure voting machines for school elections
Supervise all school elections
Conduct mock elections
Run a good citizenship campaign
Elect a citizen-of-the-week,-month

Student Services

Hold an exhibit by art students (or any other department)
Maintain tape recording lending service
Sponsor a school savings program
Run a school bank
Conduct student employment service
Maintain lost-and-found room
Suggest plan for exemptions from exams
Assist in fire drills
Set up a system to record extracurricular credit points
Maintain a card file of information on all activities
Secure petitions from students for various school or community improvements
Promote a plan for student insurance
Eliminate freshman hazing
Conduct a workshop for school hostesses
Obtain discount cards for students at local theaters, bowling lanes, etc.
Make a survey of extracurricular participation by students
Coordinate entire school activities program
Issue identification cards for all students
Provide music for students during noon hour
Run intramural program during noon hour
Maintain advertising file for use of all clubs

Organize a drive to secure a memorial to a student
Hold memorial services for students who have died
Send presents, cards, flowers, etc. to sick students
Establish loan fund for small emergencies
Serve as student proctors
Serve as tutors to students who need extra help

School Services

Serve as receptionist in school lobby or guidance office
Conduct tours of building
Staff information booth for benefit of visitors
Organize hall guides or monitors
Organize an alumni association
Maintain a complete file of all alumni
Arrange hospitality for alumni at Homecoming
Send school bulletins to alumni
Renovate janitors' room
Place shelves near gym and near cafeteria for books
Establish rules for cafeteria
Help plan menus for lunchroom
Encourage wider use of cafeteria
Give numbered cards to those in lunch line to ensure proper place in line and discourage line hoppers
Maintain hall bulletin boards
Clean trophy case; polish trophies
Obtain good reproductions of paintings and hang them in halls
Keep school scrapbook
Usher at school events
Help celebrate school's birthday
Make victory flag for school
Raise and lower school flag each day
Maintain suggestion box
Check building for necessary repairs
Revise locker system
Inspect and repair lockers
Paint hall
Improve school library
Assist school librarians
Render assistance in order to keep library open all summer
Assist in nurse's office
Plant trees, shrubs, flowers on school campus
Have sign made to identify school; place on front lawn
Place exit signs in proper places in schools

Place lamp posts in front of school
Clean up campus

Fund *Raising*

Coordinate the selling activities of all school groups
Help musical organizations make records and sell them
Run the school store
Set up a wishing well in school
Take individual pictures and sell them
Have charge of milk and pencil machines
Make and sell an activity calendar

Sell:

- light bulbs
- football programs, pep pins
- pennants
- brooms
- car stickers, decals with school emblem
- book covers
- candy
- baked goods
- pop corn
- student directories
- handicraft articles
- school supplies
- Christmas cards, wreaths, trees, holly, and mistletoe

Run concession stand at games
Have a lost-and-found auction
Hold a rummage sale
Sell old paper, magazines, junk, rags
Sponsor a movie downtown
Hold a magazine drive
Have a donkey basketball game
Wash cars
Sell secondhand books
Receive a percentage of sales from activities tickets
Help all organizations with their projects and receive a percentage of earnings
Hold festival, fair, jamboree, carnival, etc.
Stage a talent night program

Orientation

Organize and publish a student directory, handbook
Hold a special orientation week
Urge all organizations to put up welcome signs for new students
Go to schools from which new students come and answer questions
Assign older students as "big brothers" or "big sisters"
Make a movie of a typical week at school and show it to new students

Have a special breakfast for new students
Give each new student a school handbook written by the council
Hold special classes early in fall to instruct new students on school policy and procedure
Ask each club to send a representative to a meeting of new students
Hold a special guidance day for newcomers
Give newcomers a "welcome kit"
Publicize the fact that the school has no freshman hazing
Wear special badges and invite news students to come to council members with their problems
Have a special party for new students

Leadership Training

Sponsor a weekly leadership training class open to all students
Participate in local, state, and national leadership training workshops
Hold a dinner in the fall for all school and club officers
Hold a school leadership workshop for council and club officers during the first week of school
Organize an inter-club council
Study proposed clubs, grant charters, and review all clubs' activities at the end of each school year
Designate certain council meetings to engage in special activities, such as brainstorming, rap sessions, buzz sessions, and role playing

Awards, Honors, and Scholarships

Set up a fair and equitable awards system
Revise existing awards system
Institute an honor roll
Give non-athletic awards
Raise money and give scholarships
Arrange special citations for those doing excellent work
Award letters to outstanding scholars
Set up a permanent plaque to honor outstanding students
Arrange and conduct an awards assembly
Give an awards breakfast (or dinner)
Start a school hall of fame
Establish a chapter of the National Honor Society or National Junior Honor Society
Compile information about scholastic awards and scholarships available
Hold an achievement day (honors day)

Special School Events

Sponsor an issues week during which are held panel discussions, group discussions, movies and lectures on a wide variety of current topics
Celebrate the school's birthday
Organize programs for special days and weeks during the year such as Earth Day, Parents' Day, All-School Work Day, Community Clean-Up Day, College Day, Career Day, St. Patrick's Day, Martin Luther King's Birthday, American Education Week, Fellowship Week, etc.
Hold an all-school dinner, picnic, skating party
Sponsor an annual pops concert
Sponsor Homecoming activities (parade, dance, etc.)
Hold various formal and informal dances throughout the year

Holiday Projects

Buy Christmas tree and set it up in school foyer
Distribute Christmas baskets
Give party for teachers
Bring canned goods and food to school for distribution to the needy
Sing carols through halls just before vacation
Set up a system for distribution of Christmas cards through the school
Exchange Christmas cards with other councils
Help set up a special Christmas assembly
Have an all-school Christmas dinner
Decorate store windows downtown
Give Christmas party for senior citizens
Arrange a community caroling party

Athletics

Write pep notes to players before every game
Organize a boosters club
Set a bonfire to open the fall athletic season
Hold a recognition banquet for all players
Set up criteria for selecting cheerleaders; conduct election of cheerleaders, purchase costumes and props for them; send cheerleaders to local and national workshops
Sponsor a powder puff football game
Organize a train trip for an away game
Plan an all-school field day
Sponsor an intramural athletic program among classes and clubs

A Guide to Student Council Projects

How To Do It

STUDENT COUNCILS will be interested in some firsthand descriptions of projects carried on by student councils across the nation. Of course, only a small portion of the projects submitted in the annual reports can be described here, but the following should give a fairly good idea of the number, scope, and variety of activities in which student councils are involved. They indicate the imagination, ingenuity, and resourcefulness of many student councils in rendering service to their schools and to the communities.

The practice of writing an annual report and submitting it to the student body is most commendable. It helps the student council to review its activities, informs the school as to what the council has been doing, and serves as an excellent basis for evaluation. Each council ought to make it a regular practice.

Student Rights, Responsibilities

STUDENT BILL OF RIGHTS

The citywide student cooperative association, of which our school is a member, has drawn up a student bill of rights. It has been submitted to our board of education and, if approved by the board, will be returned to the city's students for a referendum vote.

Our document, one of many being written by student councils across the country, is an attempt to clarify students' rights and to make all students aware of them. Major student rights presented

include the right:

- to participate in curriculum development,
- to publish school newspapers, yearbooks, and literary magazines expressing student viewpoints;
- to have private school lockers which may not be opened without the student's consent;
- to be able to present student gripes and problems for consideration through established administrative procedures.

In addition, students and board members together are compiling a code of acceptable student behavior.

Statements of Personal Beliefs

Our state association of student councils this year adopted the following statement written by two of its members. It is our conviction that while on the surface our statement may appear obvious, the very fact that bad relationships continue to exist within school and outside of school indicates that a number of these obvious facts are being overlooked.

A Statement of Personal Belief

I believe in the following statement
and will try to live by its principles.

I believe that:

I. I should be trusted unless I prove myself untrustworthy.
   A. I should be assumed truthful unless proven a liar.
   B. I should be assumed innocent unless proven guilty.

II. I should respect and enjoy honest communication with others.
   A. I should be listened to as well as listen.
   B. I should be talked with as well as talked at.

III. I should be allowed and encouraged to learn in ways which will make me feel stronger and happier as a person.
   A. I should be rewarded if I try my best to learn, not punished if I don't measure up to others' standards.
   B. I should be allowed to learn from experience, action, and example, not simply from memorization and reaction.

Student Problem Hearing Board

Our school has established a Student Problem Hearing Board (SPHB) composed of representatives from all authorized organizations and the student council. The purpose of our SPHB is

to hear complaints from individual students and from authorized school organizations. If the board recognizes the complaints as valid, it petitions the administration on behalf of the complainant. If the administration's actions are still unacceptable to the board, it then petitions for a special hearing before the board of appeals, composed of parents, faculty, school administrators, and council members.

Support of the complainant's position by the board of appeals should cause the administration to review its decision. Unfavorable response by the board of appeals to the complainant's position still gives the complainant recourse to a hearing under procedures established by the board of education.

Through our SPHB students now have an opportunity to air complaints and to exercise their right to due process of law.

Participating in Curriculum Development

Last year our student council organized a curriculum committee to investigate those areas of the curriculum which we felt should be updated or expanded. Towards the end of the year we drew up a report of findings and submitted this report to the administration for consideration. We suggested, among other things, the addition of a black history course, the study of drugs and their effects in required hygiene classes, a course on ecology, and one free period per day for each student to pursue an independent course of study.

The administration reviewed our proposals, accepting some and holding others for further consideration. Most importantly, they granted our request for representation on the school's curriculum committee. As it now stands, we have a student representative on the committee who can state students' views but who, as yet, has no vote.

Student Rights and Responsibilities Committee

A new student council committee this year is our Student Rights and Responsibilities Committee. As an advisory committee to the administration, we hear complaints from students, faculty, *and* administration and make recommendations based on our findings.

The unique aspect of this committee is that it is not geared strictly to student complaints. Faculty members and members of

the administration *do* come to us with problems and/or complaints.

As a liaison between the various factions within the school, we feel we have been successful in averting several potential problem situations.

Honor System

The honor system relies on the basic theory that the high school student can be trusted, and, furthermore, that he deserves that trust. It should be instituted when the instructor feels that he can trust his students and the students realize and accept this trust. If this mutual trust were perfect, the instructor would not be required to spend his lunch hour in the halls checking on aimless, wandering students, and assembly time could be used by teachers to relax or to catch up with back work.

To stop the small minority of immature students from destroying the good that the majority has done, the honor system relies on public opinion. Experience has taught us that peer group disapproval is usually more effective than adult condemnation.

The honor system centers around three main projects. The largest project is the use of the honor system in assemblies. All assemblies are planned and run by students. The only instructors in attendance are those who wish to attend; they are not there as overseers. In fact, teachers would intervene only in the case of a severe violation of school rules. In the honor assembly, there are no requirements as to seating or behavior. Harmony and order are maintained because every student fully understands and accepts his part in the honor assembly.

Another area of the school to which the honor system may be extended is the cafeteria. This is probably the most difficult project to accomplish, but, once again, if the student accepts his responsibility, the faculty can be freed from this monitoring duty.

The third application of our honor system is during the hall transition period. In most schools, teachers are stationed at their classroom doors to facilitate the flow of students from class to class. Under the honor system, this is needless. Students have learned that roughhousing ends at grade school.

Code of Ethics for Sports

Through its Code of Ethics for Sports, the student council promotes good sportsmanship. This code was drawn up as a re-

sult of a long felt need for better sportsmanship at athletic contests throughout the city. To improve the situation, the All-City Council asked each high school to form its own code. From these codes, All-City Council established a city-wide Code of Ethics for Sports.

Recognizing that cooperation is not imposed from the top, the student council requested each homeroom to formulate its own code. These homeroom suggestions were then given to a committee which evaluated and combined the ideas into our Code of Ethics for Sports:

L oyalty to our team is essential.
A 'ways be courteous at all events.
N ever disrespect the referee's decision.
G ive support to our athletic activities.
L et visitors cheer their team.
E veryone should cheer enthusiastically.
Y our school reputation depends on you.
M anners show.
U se your head.
S et standards for your school.
T ry to make other schools feel welcome.
A lways respect our coaches.
N o one wins all the time, so don't belittle our team.
G ive the cheerleaders a chance.
S how pride in our team.

Code of Ethics

Our Code of Ethics is a set of principles drawn up and accepted by us defining what is right and just in human behavior. To us, it is a code upon which to base our lives. We believe that for us, as citizens of a democracy, the obligations of freedom are as great as its benefits, and that for us, as human beings, the responsibilities of free choice are as far-reaching as its opportunities. In the following Code of Ethics we affirm our belief in these principles.

As a member of the school, I should know and discharge my obligations by:

having pride in and loyalty to my school,
making constructive use of school facilities,
being responsible for the care of school property and books,
demonstrating good sportsmanship, and
exhibiting appropriate behavior at all times.

As a member of a family, I should contribute to the happiness of the home by:

sharing in work and in recreation,
having respect for other members of the group,
appreciating the efforts made by others, and
realizing the values of family life.

As an individual with infinite capacities, I should build character of lasting value by:

practicing courteous behavior always,
being honest and trustworthy in all things,
knowing that I must make choices between right and wrong,
seeking answers to my spiritual needs, and
developing moral courage to do what is right even when it is unpopular.

As a member of society, I should contribute to the excellence of the group by:

having respect for every person and his ideas,
being punctual and dependable,
understanding and practicing graciousness and generosity,
taking advantage of all educational opportunities, and
realizing that concern for others is the key to true happiness.

Honor Assembly

About four times a year, the student council sponsors an assembly for the students only. Prior to the assembly, a meeting of homeroom presidents is held where student problems are discussed. The homeroom presidents then discuss these problems with their homerooms. The homerooms may take action and authorize the president to submit the problem(s) to the student body at the assembly for discussion and/or action.

The student council holds an open meeting on the stage during the assembly. Homeroom presidents are recognized and problems are brought before the council and the student body for action. No teachers are present at these meetings.

Study Hall Supervisors Plan

We are proud of our successful system for student supervision of study halls, a system which provides an ideal place for citizenship training through practice. In order to manage these study halls, the student council's student-supervised study hall department maintains an organization of 110 student supervisors and 10 general supervisors.

Two student supervisors, elected by the study hall each semester, attend each study hall. They check roll, handle disci-

plinary problems, enforce study hall rules, and, in general, promote an attitude conducive to good studying.

When necessary, supervisors may talk to uncooperative individuals, explaining why certain standards of behavior must be maintained. If this method fails, the supervisor may request that the student be removed to the faculty study hall. Student supervisors also have the authority to recommend, at the end of a semester, that certain students not be placed in student-supervised study hall for the next semester. However, all such removals are subject to review by advisers to prevent personal grudges from overruling good judgment.

The general supervisors, one for each period in the day, are the direct links between the student council's student-supervised study hall department and the study halls. They visit each study hall in that one period every day and consult with supervisors on special problems. Students in the study hall come directly to the general supervisor to register complaints, particularly when a student supervisor isn't living up to the rules. In this way, there is a restraining check on the student supervisor and, too, much administrative work can be handled by the general supervisor instead of by the student-supervised study hall department.

To educate students to the basic goal of this system—citizenship training through an experience in democratic living—our school plans two types of programs. One, an all-day study hall workshop at the beginning of the semester, is designed to acquaint the supervisor with his job and to impress upon him its importance through faculty and student discussions. The second, a long-range program, is a series of discussions held once a week for groups of supervisors. These discussions, led by students and faculty members together, delve more deeply into the goals of student-supervised study halls.

Some significant facts about this study hall system are: There are 1,400 students (approximately) in student-supervised study halls and 600 in faculty study halls. There are five student-supervised study halls each period for 10 periods a day, a total of 50 student-supervised study halls per day. Student-supervised study halls are discussed and voted upon by the council every other year. Any student may come to council and contribute to this revision. Individual rules may be discussed at any time if the council feels there is an immediate need for change.

Environment, Ecology

Pollution Control Handbook

Our state association of student councils is sponsoring a pollution control project this year. To actively create interest in the project and to ensure lively participation on the part of all state student councils, we wrote, printed, and distributed a handbook on pollution. In it we suggested numerous projects that could be undertaken and included specific information on their implementation. We also presented information on how to organize a pollution committee in individual schools.

In addition we offered facts on all aspects of pollution in our state, specifically, and in our world—air, water, noise, solid waste, and population—and advice on ways individuals might cut down on such pollution. Lists of detergents with low percentages of phosphates, guidelines for using pesticides, and lists of reusable junk were just a few of the tips given. Finally, we included a section of names and addresses of state organizations actively engaged in environmental projects and names and addresses of speakers on the subject of pollution.

Saving Our Local Environment

We established a committee to investigate pollution problems in our community. We took pictures of local eyesores, talked with community residents about problems they had observed, and came to the conclusion that there were indeed serious problems to be dealt with. The committee then drew up a report of its findings, which were discussed in all of our English classes. As other students became interested in the problem, they wrote poems, essays, and cartoons about pollution. Our school newspaper featured articles on our committee's activities, as did the local newspaper.

To alert the community to the threat to our environment we contacted a local radio station, which gave us 20 minutes of prime time to present facts, opinions, and pertinent information about pollution in our area. Backed by funds from an insurance company, some of our students were also able to present the facts and a skit on the environment on a half-hour television show.

This is only the beginning of what we hope will be a continuing program to keep the threat of pollution in the minds of our citizens and to keep our students actively involved in projects to combat that threat.

Collecting Recyclable Cans, Bottles

One of our most successful projects this year has been manning a booth at a local shopping center on week-ends where residents can bring used cans, bottles, and newspapers for recycling.

We contacted local canning and bottling manufacturers and the local newspaper, who offered to pay for these used items and who hauled our collections away each week-end for recycling.

Paper Drive for Money—and the Environment

Our annual paper drive serves three purposes—it stimulates competition among homerooms, it raises money for school projects, and, most importantly, it collects waste paper which can be recycled into new paper.

We set aside one day on which students are encouraged to bring old newspapers and other waste paper to school. Student council members receive the paper, weigh it, and load it on trucks. One or two truckloads can bring in quite a bit of money, with a minimum amount of time and effort.

Statewide Petition

In an effort to remove our state's environmental agency from the political arena so that jobs in the department would be based on ability, not politics, we decided to circulate a petition at our school and shopping centers in the area.

As interest in the project grew and as our publicity committee made contacts in local radio and television stations, we were able to collect 10,000 signatures in the community.

Our next step was to contact by letter schools and other organizations throughout the state for support. Money for this mailing came from profits from a bake sale we held during a school science fair. During this time students were also busy contacting state officials on all levels.

With substantial support throughout the state, four student representatives presented our petition with 42,000 signatures from

200 areas of the state to our state House of Representatives. They repeated the presentation before a state senate committee debating anti-pollution legislation.

The anti-pollution bill passed; perhaps we played a part in its passage. Whether or not the environmental agency will be changed remains to be seen, but we, as students, have made our feelings known.

Pollution Resolution

When students at our school saw the river running through our town threatened by a possible ruling increasing the amount of permissible pollutants in the water and by possible highway construction, they attended hearings of the state Air and Water Pollution Board and of the Department of Transportation to express their disapproval. They presented a resolution on pollution which had been adopted by the state association of student councils and which called for member schools "to adopt as a goal for the 1970-71 year, the effective combatment of environmental pollution and destruction . . . through such means as . . . communication with legislative bodies. . . ."

The pollutant increase has been turned down. The final ruling on the proposed highway has yet to be made. Most importantly, students, working through their state student council association, have taken a firm stand against environmental pollution.

Beautification Project

To raise money for much-needed shrubbery around our school grounds students held bake sales and white elephant sales and solicited contributions from parents and friends of the school. The student council then appointed a committee to work with the school's maintenance department in selecting appropriate shrubbery.

The project was culminated in an Arbor Day program during which the new shrubs were officially presented to the school.

Earth Day

Our student council sponsored an Earth Day project last spring. The student council, working with other students, collected 988 beer cans, 140 whiskey bottles, and 21 trash cans of

litter along a mile and a half stretch of road. Ninety bags of litter were collected around the school and town.

Community Clean-Up

When students recently voted to hold Civic Betterment Day, the first target was a neglected cemetery, founded in 1888, overgrown with weeds, and much in need of attention. There had been no provision for perpetual care when it was established.

To remedy matters, 250 high school students gathered at the cemetery, each with a garden tool, and spent two days in vigorous labor. The cementery was divided into four plots of equal size, each allotted to one class. Citizens supplied sacks and crates to clear trash, twine to tie sacks, and vehicles to remove rubbish. The school's contribution was bus transportation to and from work. Two merchants provided mid-afternoon snacks. Sack lunches were served on the scene. Businessmen and other citizens awarded prizes totaling $425 to the class doing the best job and to the group with the best organization and proportionate turnout.

Forty-nine truckloads of glass, tin cans, wire, and other debris were hauled away. Six fires burned continuously for ten hours, and students put in a total of 2,470 man-hours of work. It all ended with an impromptu freshman-sophomore and junior-senior tug of war.

Local residents once again have a cemetery to regard with pride, and high school students have begun a tradition, combining community service with healthy good fun.

Health, Safety

Panel on Drugs

During a week of concentrated study on the problems facing man and his world today, our student council sponsored a panel on drugs to alert students to the facts of drugs and drug abuse. Sitting on the panel were several knowledgeable doctors, former drug users, and one addict still on drugs.

The panel was conducted during an all-school assembly. After an open-ended discussion by panel members, students were encouraged to ask questions of the members.

We feel that this direct contact with experienced doctors and with the drug users themselves was a very effective method in bringing home the problems of drug abuse to our students.

Trouble Hot-Line

In response to a frequently expressed need of students "to have someone to talk to," our student council, in cooperation with community volunteers, established a telephone hot-line for students in trouble. Manned by council members at night and on week-ends, with a separate line set up in one member's home, the hot-line was open to all students who needed to talk about anything—academic or social failure, school problems, pregnancy, a drug habit, an unhappy family situation—anything. Council members talked with students who just needed to talk and referred others to community psychiatrists, doctors, and counselors who volunteered their services to the project.

Drug Committee

To combat a growing drug problem among students at our school our student council created a drug committee. Its membership was open to all students concerned about the situation and willing to work to correct it.

As a first step the committee members did research on drugs: they wrote to governmental agencies, colleges, and independent medical centers doing research in the field. They also invited a medical doctor, a sociologist, and a psychologist to speak to the committee. Findings of their research were incorporated in a fact sheet which the student council distributed to the entire student body.

Committee members also decided that elementary school students needed to know that not all high school students took drugs, that it was not the "in" thing to do. They therefore organized a program whereby members talked with elementary students during regular class time, answering questions and sharing with them what the committee had learned during its investigation.

Traffic Safety Program

Our school, located on the edge of the downtown area, is entirely surrounded by busy streets which create a serious traffic

safety problem. There are inadequate safety measures taken to control or direct traffic in the school area.

This year the council decided to do something about it. First, council representatives held homeroom discussions on the subject. Next, the council invited the school safety police officer to attend a council meeting to discuss area safety. Council members asked him for help; in turn, the police department asked the council to submit its plans for improving the situation.

Within two weeks, the police department and the council, working together, had devised a plan, which was presented to the student body in homeroom periods and in an all-school assembly. At both times, students were encouraged to ask questions and to make comments on the proposed plans.

At the end of our Safety Week, during which students made posters and continued their discussions on traffic safety, the police department accepted the new plan and prepared to make the changes recommended by the council.

District Safety Council for Teenagers

Probably our most outstanding service project this year was the co-sponsorship of a district safety council for teenagers. Cooperating with the adult safety council, we were host to a dozen schools in the area.

By having small discussion groups where everyone could participate, each delegate was made to feel very much a part of the conference. Each delegate received data on state laws and regulations, in addition to material on common-sense safety practices.

Golden Wheels Association

The driving problem at our high school was serious. Every student is supposed to have bus transportation, but many furnish their own transportation and, as a result, many cars are brought to school. Finally, school authorities decided either to organize an association of student drivers to cope with the driving problem or to prohibit anyone from bringing a car to school. The result was an organization formed by the student drivers under the sponsorship of the student council.

The Golden Wheels was organized with the assistance of city and state police officials. One hour of school time is allotted every month for meeting purposes. Four officers, four safety council-

men, and four student body members were elected to act on reckless driving reports which are turned in by other members of the student body. All students holding valid drivers licenses are members.

Two definite rules which were established by the club are: (1) students who do not turn in the questionnaires provided by the council may not bring their cars to school at any time, and (2) the driver training classes shall check all cars to see that they have all the equipment required by the state law.

Community Involvement

Rap Sessions on Radio, Television

A student council project which is educational for both students and community is the rap session broadcast on television or radio between a news commentator and students representing various segments of the school population. A model for this type of activity was the television broadcast "Rapping with Brinkley" in 1970 in which newsman David Brinkley spoke informally with students from schools across the country on topics of their choosing.

To initiate such a project, students should contact a local television or radio station. These stations, by law, must devote a prescribed number of hours to public service broadcasting, a category into which such a project would fall.

If an arrangement can be made with a station newsman, the council should then seek to select students to rap with him who represent a good cross-section of the school's student population.

In addition to this type of program, students should call on the media for help in publicizing other projects.

Representation on Town Boards

Our student council initiated a town boards program this year which provided for five or six students to attend the meetings of ten town boards, including the Board of Education, Board of Finance, Parks and Recreation Commission, and Flood and Erosion Board. Interested students signed up to participate in the program. Names were then drawn from a hat to select participants.

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The superintendent of schools and the first selectman supported the program. Adult members of each of the boards voted to accept the students as non-voting members in every case. Students now sit at the board tables, participate in discussions, distribute and receive materials, and add a new and younger dimension to the town government.

Supervision of Elementary Students

The most successful project of the student council for the year has been the supervision of the elementary school pupils during the noon-hour recreation period. The freshman president served as chairman of this project. From one to two student supervisors were provided for every 10 to 20 students. Each high school class took one week a month as its week to supervise. The program was so planned that all pupils were asked to participate at some time. Students desiring to become teachers often asked for permission to serve permanently on this project.

After-School Teacher's Aide Program

Our council initiated a teacher's aide program this year which, we hope, may give special help to 10 sixth-graders attending an under-staffed, under-equipped ghetto school.

We made arrangements with the school's principal to tutor these students twice a week after school on a one-to-one basis. Volunteers from the council and the student body were solicited to carry out the project. Students with good backgrounds in English and math were sought out. After the ten volunteers were selected, they were prepped on how to help the younger students by members of the English and math departments.

The program is now operating smoothly; volunteer teachers' aides tutor their students for one hour after school every Tuesday and Thursday. They are establishing good working relationships with their students and the end result, we hope, will be good.

Goodwill Industry Drive

The Goodwill Drive is sponsored by our student council for a two-week period every year. Students take Goodwill bags home to fill with clothing, appliances, and repairable items. After two weeks, the filled bags are returned to school, collected by our

student council, and distributed at Goodwill Industry to the disabled men and women who are prevented from getting jobs in regular industry.

Halloween Project

As a cooperative community project, our student council developed and carried through a Halloween project that assisted in a sane observance of Halloween and in the control of the usual mischief, vandalism, and consequent destruction of property. The project was a festival/carnival, in which 24 organizations, including homerooms, student councils, girls' council, etc., set up a variety of game and food booths. Admission to game booths was one or two pennies. All proceeds went to the operational budgets of the participating organizations. The event accomplished its objective so well that few, if any, of our students were on the streets Halloween night. The school received letters of commendation and appreciation from the city commission, the police department, the merchants' committee of the Chamber of Commerce, and many parents.

Halloween Window Painting Contest

To counteract Halloween destruction and vandalism, our student council sent a committee to various grade schools and the high school to plug the idea that "it isn't the fad to be destructive this Halloween." For several years the police had posted warning notices in our local paper with no success. We decided that, if students appealed to other students, the results might be better.

As part of this program, we sponsored a window painting contest for all area students in all grades. In cooperation with the Chamber of Commerce, we asked teachers to have each grade elect representatives; we arranged for watercolor kits to be placed in each participating store; we selected unbiased judges; and we made schedules so that all the students wouldn't be trying to paint at the same time. We marked off 18-inch squares on the store windows with masking tape and pasted Western Union labels (obtained free of charge at their offices) at the bottom of the paintings for the name, school, and grade of the painter. We specified that, in case of rain, pictures could be retouched.

Winners were chosen for each grade, one through 12, and a blue ribbon and one dollar were presented to each of the winners

at our annual Jaycee Mardi Gras on Halloween. As well as providing a public art exhibit, this project was an important step, we believe, in decreasing all Halloween vandalism.

United Fund Drive

One of our most successful projects is the United Fund Drive. Each fall when the town begins its drive, student committees are appointed to work with those in charge of the drive. Our interest is not so much in the amount of money contributed as in the amount of interest generated and the spirit in which contributions are made. We believe that the future of such efforts depends on the understanding and concern of our students.

Most of our program is educational. Classroom and hall bulletin boards carry the message of each cause we wish to help. Inspirational and informational programs are presented over the public address system each morning. Homeroom representatives explain to their classes the goals and plans of the school and community. Pamphlets are circulated. Then contributions are solicited.

A wishing well in the center hall collects many a penny or nickel, and classes vie with one another to make the program a success. One successful device was a bulletin board on which dimes were fastened with Scotch tape and the legend read, "Can we fill this board with dimes for the United Fund?" Emphasis is on the money coming from student allowances or earnings, not from parents. The school drive is climaxed by a talent show, proceeds of which are given to the fund.

Service to Shut-Ins

The most successful council project has been the Friendship Circle because it involves the entire student body and reaches out into the community, creating a good image of teenagers and bringing cheer to many who need it. The Shut-in Project, as it was first called, started some years ago when students began to realize how many people in the community are shut away from the world because of illness or age. The churches met their needs only partially; the students decided to supplement their efforts.

In the fall each homeroom chooses one shut-in as the particular responsibility of that group. During the year, class members try to bring a little of the outside world to that person. Gifts at

Christmas, Easter, and birthdays; fruit at Thanksgiving; visits as often as possible; worship programs taken into the home; cards and notes: all these are used to bring cheer to members of the Friendship Circle.

The council encourages the giving of time and interest rather than expensive gifts. As a part of our White Christmas program, gifts for members of the Friendship Circle are placed on the tree. At Easter, the lilies used throughout the day as part of the stage setting are given to circle members.

The success of the project is shown by the letters of appreciation we receive. Our students are learning to appreciate these people and to understand the meaning of helping others; the town is learning to appreciate the school and to feel that teenagers are interested in more than their own private worlds.

Clothing Drive

Among our best projects has been the clothing drive for the Save the Children Federation. These drives, held in mid-winter two successive years, brought in 3,700 pounds of clothing the first year and 5,000 pounds the second. Naturally, we learned a lot during the first drive. We found that one week was too long and created too much confusion because the clothing had to be piled in classrooms for lack of other storage space. The time was cut to three days the next drive. Basing the drive on class rivalry was very workable; the student council figured the winners on the basis of pounds per student. The losing class staged an assembly after the first drive and a powder-puff football game and mock wedding the next year.

Medical Center

We take great pride in our fund-raising project for a community medical center. Our student council acted as a coordinating committee for the activities of all school organizations, in including an all-school auction of gadgets and privileges which raised almost $200. The biggest venture was the sponsoring of a basketball game between our faculty men and members of our school's state basketball championship team. The money raised, almost $300, was important, but the interest and enthusiasm generated by our community over the game was most gratifying.

Funds raised will be put toward the purchase of stock and debentures in the local medical center. These assets will then be turned over to the school as a gift.

Cancer Drive

For the past two years the student council has taken part in the Youth Counter-Attack Against Cancer, in conjunction with another local high school. The purpose of this drive is to educate people about cancer and to solicit funds for the American Cancer Foundation.

The two schools appoint a committee and set a date for the drive. This joint committee organizes into various subcommittees to deal with posters, radio and newspaper publicity, movies, speakers for service clubs, and letters to churches and fraternal groups. These committees stage a big publicity drive to inform people about cancer and to publicize the drive.

A special committee divides the city into wards. Two head marshals are chosen (one from each school) who pick captains for each ward. We also divide the students from both schools into the wards in which they live. This is for their convenience, so they can canvass a street near their home.

On the day of the drive, a car circulates through the streets with a loudspeaker, announcing the student canvassing that night. That same day we take up collections from the local junior high schools. That night, before the home visitation, all participating students meet in the center of the city for a rally. Prominent citizens are present, and the school band helps get everything off to a good start. Then the students take pamphlets, pins, and receipt books and the drive begins.

To date, students have obtained more money than the adults ever had. The first year $5,000 was collected; the second, $5,600. Since the students have been so successful during these drives, we plan to do this every year.

Art Collecting

Several years ago our school got the idea to start collecting paintings of first-rate California artists for our school. To raise money, we staged an exhibit of paintings from a gallery in San Francisco. The exhibit was open to the public, but the students themselves chose the paintings to buy by popular vote.

The reaction of the students to these exhibits has been excellent. Classes are brought in and the exhibit is often used for classwork. But probably the most interesting discussions are held during the lunch periods, since the gallery is put up in the school cafeteria for two or three weeks each year. We now own 12 fine paintings and are proud of them.

School Board Election

Our high school building and facilities are inadequate for the number of students enrolled. In March, the school board decided to place before the voters a school bond issue to build a new high school building. Someone had to push this issue at the polls, so we, the student council, took this responsibility. We held a student assembly, informing all students as to what we had to do to get a new high school and how the bond issue would be paid. We made posters for school and community, put out pamphlets, and issued a special edition of the school paper. Our efforts started the ball rolling. The school bond carried and we had a new $500,000 high school.

The Community Smorgasbord

Our most successful student council project this year was a community smorgasboard held in the high-school cafeteria. Food for the meal was brought by the students and prepared by the cafeteria staff. Local butchers donated hams, and the council purchased about 150 pounds of fresh salmon. Tickets were sold for three sittings, and some 300 people were fed. The net profit, amounting to $165, is being used to build athletic playing fields.

In-School Relations: Student-Faculty-Administration

Reaching Uninvolved Students

As part of our council's program to create an interest in some aspect of school life by all students, especially the uninvolved, we decided to broaden the framework of our student activities

program. Many of our students, we realized, were developing interests, such as playing in a band or learning yoga, which up to this point had gone unrecognized by the school.

To bring these outside talents of our uninvolved students into the framework of our student activities program, we instituted a series of assembly programs during which any student could perform. These assemblies proved to be highly successful for all involved, particularly for those students whose accomplishments had heretofore gone unrecognized and unrewarded.

Mexican-American Students as Tutors

Our student population is composed of suburban whites and urban Mexican-Americans, many of whom suffer in school because of their uncertain control of the English language. As a result of this communication barrier, Mexican-American students have long remained a group apart, a group uninvolved in any of the school's activities.

To draw these students into the life of the school, to let them know that others were interested in their culture and heritage, and to share their special knowledge and insights with the other students, our student council suggested a plan: let these Spanish-speaking students serve as teachers' aides in Spanish classes and, when necessary, let them give extra tutoring to students *and* teachers.

With the consent of the administration, we began the program. The results have been highly successful. The Mexican-American students have proved to be invaluable as teachers' aides and, as they have gained confidence in the classroom, have added a new dimension to Spanish classes.

Daily Bulletin

Our "Daily Hi Talk" was the daily bulletin for the school. It contained a thought for each day, important announcements, and news items about students. If space permitted, a few jokes were included.

Each morning a new "Daily Hi Talk" was posted in a location where students could readily see it. One member of the student council was appointed to be responsible for the gathering of the news each week. By the end of the year, each member had had a turn.

Since our school is composed of students from both rural and urban areas from seventh to twelfth grade, it is hard to keep up with other students' activities. Now that our bulletin is in operation, students feel much more a part of the school community.

Principal's Advisory Committee

In an effort to keep the lines of communication open between our student council and our principal, we established an advisory committee to the principal composed of seven council members. The purpose of the committee was to keep the principal informed on council affairs and to advise and help the principal in making those decisions which applied most directly to the student body.

The committee met informally with the principal once a month. These meetings had no agendas; both students and principal were free to discuss anything they felt was pertinent. As a result of this openness and the desire of all parties to work together, a real line of communication was opened up between the students and the administration.

Teacher Appreciation Day

For Teacher Appreciation Day, a student council committee places in individual boxes cards expressing appreciation for the teachers' efforts and apples bearing leaf-shaped tags with "We Appreciate You" written on them. The boxes are obtained from a nearby shoe store at no expense. We cover each box with blue and white wrapping paper, our school colors. The final touch is a corsage or boutonniere, made of white, gold, or lavender chrysanthemums, included in each package.

The next morning, each council representative picks up a box to give his homeroom teacher. Following the daily announcements, the student council president announces that the day has been designated Teacher Appreciation Day, and each council member makes his presentation. In addition to giving the boxes, students make a special effort to be courteous and thoughtful to the teachers all day.

The idea of Teacher Appreciation Day grew out of a suggestion made at a student council meeting. A committee, Committee "X," was appointed to make the necessary preparations. The teachers, who were unaware of the plans, were surprised and

appreciative, and the day was rewarding for students and staff members.

Faculty Relations Committee

The purpose of the student council's Faculty Relations Committee is to show teachers how much students appreciate them. Committee members usually prepare something, such as cookies and cakes, for the teachers on registration day; and, with the council's approval, they give teachers refreshments or remembrances at various times during the school year.

Memorial Flowers and Plaque

The Faculty Relations Committee over the years has been responsible for establishing and maintaining a memorial area. There are bronze plaques honoring our war dead and also a plaque honoring staff members who passed away while employed at school. These plaques can have additional name strips added as needed.

Help to Sick Teacher

Recently when a faculty member was bedridden for quite a while, the council rallied students and formed a work detail. They spent three days cleaning the yard, washing windows, putting up storm windows, and doing various other chores. All agreed that the appreciation expressed by the teacher made their efforts well worthwhile.

Faculty Coffee Hour

One of our more valuable projects has been a faculty coffee hour at the close of school when the student council carries on a regular student council meeting. Discussion between council members and staff follow. In this way, we have brought to the faculty's attention many items with which they were not familiar.

Using Council Room as Teachers' Lounge

The most outstanding and successful project of our student council last year was the use of the council room at noon as a lounge for teachers where coffee was served all during the hour.

An old skylight room on the basement floor was given to the council for the regular weekly meeting place. This room was redecorated, curtains were put over shelves used for storing books, and pictures were hung on the walls. A large bulletin board on one wall was used for notices and displays. Permanent tables and chairs were placed in the room, and fresh flowers added color daily. A large coffeemaker and some mugs were donated; the council purchased the remaining items necessary for serving.

A committee appointed by the council makes the coffee the period before noon and makes all the necessary preparation for serving. The sponsors of the council take over and serve during the hour as teachers drop in. The committee returns the period after lunch to clean up.

Inter-School Communications

Regional Student Council Meetings

In an effort to keep in touch with student councils in our region, our council is proposing annual or bi-annual regional meetings of student council officers in the area.

Since, in most cases, the distances to a central meeting point in the area would not be too great, transportation costs could be kept to a minimum. Furthermore, participating students could stay in homes of other students, rather than a hotel, if the meeting should last for more than one day.

We feel that this type of regional communication between council officers would be valuable in developing a closer working relationship between councils and would allow students to develop broader regional programs together.

Student Exchange Weeks

This year we organized and carried out a student exchange program. A committee was organized by the student council. Its first responsibility was to discuss and evaluate various schools with which to have an exchange. This committee decided that an exchange with a school in an industrial or agricultural area would be more educational than one with an urban school similar

to ours. After contacting the National Association of Student Councils for recommendations and writing to schools that were recommended, we decided on a school in an industrial area.

The student councils of both schools, with recommendations from the committee, decided the exchange should last two weeks, each school visiting the other for one week. Thirty students from each school participated—20 seniors and 10 juniors. To qualify for selection, a student needed parent's permission, a brief paragraph on why he wished to participate, and 25 dollars to be used if needed. Final selections were made by a faculty committee. Each student was assigned a partner from the other school in whose home he would live during his visit.

The schools chartered a bus to take students to and from their exchange schools. Two teachers were chosen by the faculty to accompany the group.

Activities for the entire week were carefully planned. Sightseeing tours with special guides were arranged for several of the days. Visiting students also saw the school, attended classes and extracurricular activities, and met the other students and teachers. Three evening social functions were planned, while the remaining evenings were spent participating in the family life of the host or hostess. When the students returned to their respective schools, they reported their experiences in their classrooms and in assemblies and wrote evaluations of the project.

Council to Council Exchange

The most successful project this year was a trip to two area schools. After getting suggestions from members as to what schools to attend, the student council secretary wrote letters to those schools asking permission to visit. The council then narrowed its choice down to two schools and contacted them as to the exact time of the visit.

We hired a bus to take us to the schools. Council members paid a portion of the cost; the remainder was taken out of the council's treasury.

At both schools we were shown through the school buildings by members of their student councils; we observed the way classes passed in the halls and compared the good and bad points of the other school with ours. Before we left, the two student councils got together for group discussion.

Student Exchange Day

Student Exchange Day is sponsored by our county association of student councils. This is a day set aside each year when students from different schools in the county visit other schools in the area to observe their operations. Each visiting student tours the school with a member of the host school's student council and attends that student's classes.

This program is continued every day for one week in order to give each student a chance to participate.

International Relations

International Walk for Development

For the last two years our school has participated in the International Walk for Development sponsored by the Young World Development of the United Nations Association of the United States of America and sponsored by local business and community groups.

The purpose of the walk is to demonstrate *for* something, for the development of programs to combat poverty in this country and around the world. Participating in the walk are students and adults from cities across the United States and throughout the world. Each participant is sponsored by someone in the community who offers pennies and dollars for every mile walked. Proceeds are then divided between local and foreign projects.

This has proved to be a very positive and constructive project for our council.

Tape Recording for Russian School

Our student council made a tape recording giving a detailed description of life and activities in the school and arranged to have it sent to a school in Russia. The student council hoped that the school to which the tape was sent would be interested in preparing a similar tape for us. The idea for such a tape exchange was brought to us by a student who had heard of a similar exchange between Columbia University and the University of Moscow. At a council meeting, the idea was presented and unani-

mously endorsed, and a committee was formed to begin work on the project.

We realized, of course, that before we could start working on a project of this kind, we would have to get the approval of the Department of State. We contacted our local congressman, who, in addition to getting this approval for us, put us in contact with the East-West Contact Staff, who advised us throughout the project. Before we did any work on the tape, we wrote to Columbia University and asked to borrow a copy of the tape they had made for the University of Moscow. They sent us two tapes—one they had made for the University of Moscow and one the University of Moscow had made for them.

Our first big problem was determining what to include in the tape. After many long sessions and much discussion, an outline of the contents was completed. After the outline had been revised, rewritten in part, and revised again, it was given to the twelfth-grade advanced English class, the members of which had agreed to write the script. The script included the following:

- introduction
- a brief description of the community
- a brief description of the physical aspects of the high school
- school organization and administration
- program of studies
- the activities program
- the guidance program
- a brief account of a typical school day
- selections by the band, chorus, and orchestra.

We sent a copy of the script to the East-West Contact Staff of the State Department for approval. They approved, and we were ready to record the tape.

In producing the tape, we leaned heavily upon the dramatics department, the studio squad, and the public address squad. With the exception of the introduction, delivered by the principal, all the speaking is done by the students. The complete tape is 45 minutes long. We decided if the project were to be really worthwhile, we should send tapes both in English and in Russian. When we found someone who agreed to make the Russian recording for us, two members of our committee took tapes to his home where the recording in Russian was made.

We learned too late from the East-West Contact Staff that tapes in Russia are recorded at a different speed than in America. Fortunately, however, a local television station offered to transfer our tapes from the lower to the higher speed.

Finally, we packed the two tapes and copies of the school yearbook, the activities handbook, and the academic handbook and sent them to the East-West Contact Staff in Washington, who located for us a high school in Russia interested in receiving our tapes and, in return, sending similar tapes to us.

This was a difficult undertaking in many ways and an expensive one, but everyone who worked on the project (many students were involved) considered it well worth the time and money.

Eventually we received word from Russia, via the State Department, that our tape had arrived in Russia and was being used in Russian Secondary School Number 722, and that its students, in turn, were preparing a tape for us. A short time ago we received that tape.

Exchange Students

Six years ago our student council decided to bring an exchange student from abroad to our school. We have had one each year since then until this year; now we have two. In addition, we have sent three students abroad on the American Field Service summer program. This year we are sending a boy to Australia under the school program. He will attend school in Melbourne the second semester of our school year and return in August.

This has been a good council project because there is much work and planning to be done by the council and the exchange-student committee. This committee may consist of from six to 10 adults, an equal number of students, and one or two representatives from the faculty. Some of the jobs which this committee must do are:

- Raise money necessary to carry on the program.
- Find suitable families who will accept an exchange student and give him a home environment that will make his stay in the United States a happy and profitable experience.
- Screen applicants who wish to go abroad and send complete descriptions of the four top applicants to the American Field Service office for final selection.

- Be good hosts by meeting the plane, train, or bus when the exchange student arrives and by planning activities to help make him feel at home.
- Plan assemblies in which these students can tell about their country and other assemblies which promote the program.

The exchange student program is a good way for high school students to gain an understanding and appreciation of people from other countries. It is a good way to make friends abroad and to work for the improvement of international relations in years to come.

AFS Auction

Our student council has sponsored two auctions in the past two years, the first of which gave us a profit of $190 for our AFS fund. The following year the novelty had worn off and we only made about $100. However, this is not bad, considering the small amount of preparation time required. Also, all articles auctioned off are free, so there is no cost involved; everything is profit.

Articles and the prices they brought (some were bought by the school service clubs as a donation to AFS) include a one-year-old Christmas tree ($50), an old carrot ($25), an autographed basketball ($15.50), a date with the football captain ($22.10), and a wild tie donated by a teacher known for his ties ($4). These are only a few; many things sell for only about $1 to $4, but it all adds up. The more imagination used, the more the students get into the spirit and the profits go up. As in most schools, our administration is not too willing to give time for an all-school assembly for such projects. Therefore we arranged to have an assembly, which everyone had to attend, 10 minutes before the end of school. The auction then began at the normal time for school to be dismissed. It was announced that those who had to leave were excused; most stayed. In a half an hour the whole thing was over and we had made a good profit!

Collecting Money for UNICEF

Each year our student council participates in the UNICEF Halloween drive to collect money for needy children throughout the world. Through the homeroom presidents official tags and cartons are distributed to students who, on Halloween night,

collect money for UNICEF, instead of candy, in their neighborhoods.

This has always been a successful project, both in terms of the money raised and of the positive role played by our students on Halloween night.

CARE Drive

One of the most successful projects that we have undertaken is the CARE Drive. Student council members decorate small boxes with Christmas wrapping and distribute them to the homerooms. It is announced that the homeroom donating the most money per person will receive a grab bag of prizes. This gets things started and as the competition grows, CARE funds go skyward. Last year our school was the second largest contributor in our area to this worthy cause.

Selling Stock for AFS

For the past two years our school has sponsored a foreign student through the American Field Service. To raise the money needed to bring such a student to our school for a third year, we thought of a new plan—a plan for buying a share in "International Friendship," a plan whereby we could sell "stock" in a foreign student.

These shares, which we had printed, were to sell for 25 cents apiece. We picked an evening to canvass each house in the school district, mapped out the territory, and formed teams so that every house would be called on.

Heavy advertising went out to local newspapers and the radio and television stations. We also presented an assembly at school in which the present AFS student gave a skit on his impressions of the United States. At the close of the assembly students went to their homerooms where the student council representatives sold shares. The program was repeated in the junior high building and shares were also sold after that program.

After all the money was in from the town drive as well as the school drive, the total receipts came to more than we needed or had expected. It means, of course, that our AFS program can continue.

Exchange Student Banquet

Our student council sponsored a banquet for the exchange students in our area. We sent invitations to all foreign students about whom we had information and also to several local student councils. The exchange students had a wonderful time and provided unmatched entertainment for the guests. It was an interesting and worthwhile project and will be repeated in the future.

United Nations Week Observance

To better acquaint students and faculty with the United Nations' organizations and member countries, each class chooses its own country and is assigned an organization; for example, seniors this year chose Germany and the General Assembly. Each class is responsible for posters, folders, and displays on its country and organization. Each day during the week one country is honored and its native foods are served in the cafeteria. Class members wear badges with their country's colors during the entire week. On Friday an assembly is held and flags and the best posters and displays are exhibited. Representatives from each class sum up their findings on their own country and organization.

Citizenship

Pledge of Allegiance

Our school, acting on an idea initiated by our superintendent of schools, began a nationwide petition-writing campaign to change the Pledge of Allegiance to read:

> "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, *seeking* liberty and justice for all."

Our insistence on adding the word "seeking" comes from our conviction that although "liberty and justice for all" is a totally desirable goal, it has by no means been reached in this country, nor will it probably ever be reached to the satisfaction of all.

To bring about this change, we mailed letters and petitions to schools across the country, asking that each school submit its

petition to the senior U.S. senator in the state. These petitions call for the senators to introduce legislation in Congress proposing this change.

Finally, we asked schools to report their progress to us so that we may summarize the results of our campaign and present our united request to the President of the United States.

Registering 18-Year-Olds

With the passage of the 18-year-old right to vote in national elections, students have an added responsibility to inform themselves on the issues and to make use of their new voting rights.

To help students register to vote, our school sponsored a voter registration drive. Official registrants came to school for several days to register all 18-year-olds and to explain voting procedures. Several student council members were enrolled as "floating" registrars who circulated in the community, registering those 18-year-olds no longer enrolled in school.

Voters' Guide

Our student council published a voters' guide in cooperation with the school's journalism department. This guide showed pictures of all candidates for student body offices and a brief statement from each candidate. These guides were issued free to all students in the school. This practice met with enthusiastic approval.

Citizenship Week

Our student council believes that Citizenship Week is a most outstanding project. The plans and results for this week are described here.

Members of the committee, student council members, and the school newspaper staff did the actual planning and held an assembly for the junior and senior high schools. The program was devoted to citizenship and started off with the president of the student council calling up outstanding persons of the senior high school. The president explained about Citizenship Week and, at the end of the assembly, the school newspaper was distributed. This issue covered the week's activities and had editorials by both students and teachers.

Citizenship Week was divided into five parts, each day having its own title. These days were Clean-Up Day, when students were asked to return to their homerooms at the end of the day to clean desks; Student Council Day, when the meeting of the student council was held in the auditorium and open to anyone who wished to attend; Fellowship Day, when the opening of the student lounge was planned; Respect Day, when posters concerning driving were displayed on the hall bulletin boards; and Sportsmanship Day, when sportsmanship etiquette was discussed.

The student council also sponsored a homeroom poster competition. Homerooms were required to make a poster for each of the five days. On a large bulletin board in the front hall was displayed the winning poster with the homeroom number.

The teachers and the administration backed the project 100 percent. The social studies department talked about citizenship in their classes. In the English classes, panels, speeches, and debates were planned. The art department made supplies available for making posters and slogans.

Student Council Elections by Districts

To create a more representative student council, we established a system by which members are elected from the ward, or geographical location, in which they live. The school district was divided into nine districts; each of these wards elected one representative per class. A voter registration was used to prevent any voting discrepancies.

Youth Government Program

To promote interest in our government, the student council works with our local American Legion post to sponsor a youth government program for one week. We turn our high school into a mythical city and form two political parties. We hold party caucuses and conventions, draw up platforms, and secure slates of candidates for the primary run-offs. Candidates make speeches during the general convention and then the students go to the polls for the general election. On Youth Government Day, the elected "county officials" meet at the courthouse and go through a typical day with the actual county officials, learning their duties and responsibilities. This project is very enlightening to the stu-

dent body as a whole and especially to those who serve as the school's elected officials.

Student of the Week

One of our best projects is a "Student of the Week" bulletin board. Each week, a different student (boy and girl, alternately) who has done something to honor our school and who is not otherwise recognized for it, is interviewed. A typed copy of the interview, along with a picture of the student, is posted on a bulletin board in the student center. We have also done this for the various clubs. A different club each week has an opportunity to display its activities on the board. It may explain how one becomes a member, who is in the club, and what are its activities.

Constitution Day Assembly

The Constitution Day Assembly arranged by the student council consists of a four-part program to familiarize the student body more thoroughly with the United States Constitution. The program includes discussion of the Constitution's uniqueness, importance, and history, as well as a look at its articles and amendments. Skits and tableaux, written by students for this assembly and depicting various aspects of the Constitution's history, are presented.

Citizen of the Month

Each month during the school year the faculty elects a citizen of the month. We present this person an award certificate at the next assembly and honor him or her at a luncheon or dinner meeting of one of our local service clubs. The student council citizenship chairman introduces this honored guest. Our school newspaper and the local paper carry a picture and article about the student.

At the end of the school year, the faculty elects one boy and one girl "Best Citizens of the Year." The student council furnishes two trophies, which the school superintendent presents at commencement exercises. These students are also honored at some organization's dinner meeting and are given newspaper publicity.

Student Services

Recreation Room

Our most successful student council project for the year was our recreation room. Council members decided that our community needed a place for the young people to meet, so committees began planning a recreation room. We drew up the plans and presented them to our principal and superintendent for approval. They approved and gave us permission to use a room in the old school building.

We painted the walls blue and white, our school colors. The floor was worn, so we sanded and waxed it. We secured a jukebox and bought some new records. We also have a soft drink machine. Every Friday night, the student council sponsors a party. Every other night the room is open to students for private parties with permission of the principal.

Youth Center

The student council has established a youth center for all teenagers in the junior and senior high schools. Recreational periods are held on Fridays from 8:30-11:30 p.m. after home basketball games. Not only are high school students welcome, but also alumni, friends of students, and students from neighboring towns.

The American Legion lends their hall to the council on these center nights. Several ping-pong tables and a pool table are provided. Decks of cards and other table games are supplied. Many records have been donated and are played over an amplifying system for dancing. The council serves cake or cookies and has installed a coke machine. There are always two or three chaperones present—never teachers or parents, but other adults who have no other personal contact with the students.

Noon-Hour Recreation

The most extensive project which our student council undertakes is noon-hour recreation. The student body has year-round access to space and equipment for volleyball, shuffleboard, touch football, ping-pong, bowling, horseshoes, carrom board, and

dancing. In the early part of spring we direct a series of intramural basketball games, culminating with the boys' and girls' class tournaments.

The vice-president of the student council is in charge of all recreation. He makes a schedule of all activities and also assigns student council members to be in charge of certain activities.

I.D. Cards for Students

The student council promotes the use of I.D. cards to provide easy identification of every student. Each student receives a card which has on it his picture, name, school year, and school name. Upperclassmen have their pictures taken at the end of the school year so that they will have their cards ready for use when they return to school in the fall. Underclassmen have their pictures taken in September.

We also have duplicate cards made so that if a student loses his card, he will not be denied admittance to a certain event. This system has cut down by almost 100 percent the number of outsiders who come to school affairs. We use guest I.D. cards for anyone outside the school whom we may wish to invite to an affair.

Noon Activities Schedule

The following list of activities was composed by our student council in an effort to provide recreation for students with time on their hands after lunch. Thus far, it has proved to be very successful.

LIST OF ACTIVITIES

I. Game Room

A. Open Monday through Friday
B. Type of games available: checkers, hockey, basketball, and football
C. Capacity: 20 students; open to both boys and girls
D. Student Supervisors: two students each week
E. Regulations

1. Room opens at 12:10 p.m.
2. Under no circumstance are students to open desks in the room.
3. Students must take care of and protect all property.
4. Students must maintain order.
5. Students must follow instructions of student supervisors.

6. All equipment must be checked out and in.
7. Students must sign up in advance for the equipment they wish to use.

II. Recreational Activities in Girls' Gym

A. Open Monday and Friday
B. Types of Recreation: ping-pong, foul-shooting contests, shuffleboard, badminton, volleyball, and handball
C. Capacity: unlimited; open to both boys and girls
D. Student Supervisors: four students each period
E. Regulations

1. Opens at 12:10 p.m.
2. Students must maintain order.
3. Any student who wilfully hinders the game of another person or persons will be suspended from the activity.
4. Students will be permitted on the balcony of the gym during this period.
5. Any student who wilfully damages or destroys student council or school property will be held responsible for damages and prohibited from participation in the program.
6. Equipment must be checked out and in.

III. Movies

A. Shown on Wednesday
B. Type of movies: educational, sports, special features, and comic shorts
C. Capacity: unlimited
D. Student Supervisors: four students each Wednesday
E. Regulations

1. Movies start at 12:10 p.m.
2. Students must maintain order at all times.
3. Students must not eat lunch in the auditorium or throw paper on the floor.
4. Loud talking, shouting, or booing during the movies will not be tolerated.
5. Students must report to the auditorium promptly as soon as the movies begin and must not leave the auditorium until the picture is completed. This will enable the movie to be shown with the least amount of interruption.

IV. Noon Dances

A. Open on each Tuesday and Thursday
B. Capacity: unlimited
C. Student Supervisors: three students each day
D. Regulations

1. Dances begin at 12:10 p.m.
2. All students must maintain order.

Job Clinic

This project went into operation as a student council service project. All seniors desiring part-time jobs were contacted by the Job Clinic Committee which then interviewed prospective employers and set up interviews for the seniors. This project netted jobs for 21 seniors.

Career Day

Career Day is sponsored annually by our council as a service to the student body. It requires a lot of time and organization, but it is one of our best projects. A committee decides which professions shall be represented; council members, assigned a profession, write to (or call) persons in that particular line of work and arrange for someone representing that profession to talk to interested students. Since most working people cannot get away for a whole day, they come when it is convenient for them. Thus, the day is filled from beginning to end with Career Day talks. Many different occupations are represented; last year we had about 30.

Tables are arranged in the library and labeled with the name of the job to be represented there. Regular library permits are not given for that day; students may obtain special permits from their counselor which are good only for their study periods. At that time they may go to the library and talk to the men and women representing their interests.

Learning for Fun

Learning for fun instead of a grade was the purpose of our student council's "Fun Learning" project. The students chose the classes they wanted—electronics, radio, dancing, cooking, typing—and the council formed classes in each which were taught by community volunteers. The classes were held for six weeks on Wednesday and Thursday evenings for two hours.

Activity Period

Our student council worked out a schedule so that every student in the school had the last 45 minutes of the day free. This period could be used for club meetings or study halls.

School Services

Organizing Alumni Association

For a long time the student council had been talking about an alumni association to promote our annual Homecoming. Two years ago, therefore, we got busy in the fall, chose the date of one of our football games for an organizational meeting, and got in touch with as many local alumni as possible. Over 100 alumni attended this preliminary meeting and, after a social hour, an association was organized and officers elected for the following year.

During the school year, our principal made his records available to us. We copied graduates' names and dates of graduation on 3x5 cards. The council president, with the help of the student council and other interested persons, then secured the present addresses of graduates.

The following fall, the student council set a date for Homecoming on a Friday in October. Four hundred and thirty-two registered and an estimated 500 attended. Classes from as far back as 1886 were represented.

Registration was held in the morning. In the afternoon, a business meeting, which included the election of officers, and a musical program, presented by the high school band and former students, were held. That evening a barbecue supper was served at the football stadium. The closing event was a dance in the school gym.

Receptionists in Guidance Department

Members of the student council volunteer to serve as receptionists in the guidance department. They give up a study period to serve the school in this capacity; there is one member on duty each period every day. Each receptionist must become familiar with the materials contained in the department, including school and college catalogues and educational-vocational materials. Their specific duties are:

- To arrange bulletin boards to keep them up to date.
- To arrange school and college catalogues in alphabetical order and in specific categories.

- To answer telephones if counselors are out of their offices and to take messages.
- To greet parents and visitors and to direct them to members of the guidance staff.
- To aid students in locating educational and vocational materials and to take charge of sign-out sheets when students take materials out of the department.
- To file new materials as they are received.
- To locate student programs when needed by staff members.
- To do minor clerical work.

Stad'um Drive

For the past year and a half our student council has sponsored a drive to raise money to build bleachers for the football field. A stadium committee chairman was appointed early in the year to organize the details of the drive. Last year $16,000 was raised by selling $1.50 boxes of candy throughout the community; by collecting donations from civic organizations, parents, teachers, and students; and by selling tickets to a spring horse show, a function of a local pony club. This sum facilitated the building of 2,000 seats last summer.

This fall, a drive to raise an additional $8,000 for 1,000 more seats began. Each of the school's 72 homerooms set goals of $100 each to be raised during the year by means of auctions, bake sales, and car washes. It is hoped that another section of the stadium will be built by next fall.

Outdoor Patio

We had an undeveloped court so our agriculture students landscaped it and laid a cement floor in one corner. The student council paid for some outdoor concrete benches so that we now have an outdoor patio where students can go in nice weather during their lunch hour.

Record Player

Our most worthwhile project of the year was the purchase of a record player. Previously there was a problem of keeping traffic in halls to a minimum and keeping students from being too noisy. Students were even kept out of the building and on the campus

during the latter part of the noon hour. To solve this problem, we purchased a record player and played it during the noon hour. To make it more interesting, we wired up a public address system and dedicated records for five cents. With this money we purchased a new record album-case and new records. The player was used for all dances so it served yet another purpose by also providing entertainment for the students.

Football Yard Makers

The student council, recognizing the need for new football yard markers for our athletic field, appointed a project committee to go to neighboring schools to see the kind of markers used, the materials needed, where made, cost, etc. The committee reported their findings and, with the help of a student in the mechanical drawing department, drew up plans and submitted them to the student council for approval.

With the cooperation of the boys and the faculty members of our school's industrial arts department the work on the football yard markers began. They completed one marker, painting it maroon with white numbers. After the council approved this first marker, more materials were ordered to finish the project and, at present, the set of eleven markers is ready to be presented to the school for its use during the next football season.

The markers were made of fir plywood; the form, a hollow truncated square pyramid with square corner pieces to act as braces. Each marker is 12 inches high, with lower base 20 inches square and top 12 inches square. Block numbers used were 5¼ inches by 8¾ inches. The total cost for the set will be approximately $25. They can be stored easily and require much less space than the ones previously used.

Cafeteria Clean-Up

The cafeteria committee's purpose is to see that the students keep the cafeteria area neat and sanitary. The committee is composed of 10 girls, a chairman and nine members. The workers are split up as follows: three girls in the morning, three during the first lunch hour, and three during the second lunch hour. Each member wears the student council armband while on duty. While making their rounds during a certain time, the workers

keep an eye open for those who do not take bottles, trays, or silverware to the scrap windows.

After a week's work the cafeteria workers turn in the number of hours and merits that they have coming. Each committee receives one-half merit per half-hour of work.

Clean-Up Campaign

One of our best projects is the clean-up campaign. Each year we set aside a certain week during which each class must keep its homeroom as clean as possible. We put this on a competitive basis and announce each day which class had the cleanest room on the previous day. Every student is obligated to pick up any paper he sees in the halls or on the school grounds. If the campaign is a success, the principal allows the student body to get out of school half an hour early on Friday.

Library Drive

Recently, the student council learned that many books in the high school library had been removed without having been checked out. Too many books were missing from the library. We sponsored a two-week drive to recover these books, stressing the fact that students were being cheated out of much valuable material because of carelessness on the part of many students. Many announcements were made concerning the drive for books. We also sponsored a program, using skits and a student panel discussion, to highlight the program. A large box was placed in one corridor of the building, where students could come and deposit the books they had found at home or simply failed to return. Many books were returned.

Fund Raising

Student Council Spectacular

To balance our student council budget, we decided to stage a schoolwide "Spectacular." We organized a committee to encourage as many groups as possible to participate, and the response was great.

The evening started out with a program in the gymnasium, a combined effort of the band, choir, tumbling team, and speech department. Following the program, carnival booths and concessions were opened for business. Two of the most popular were the "jail" sponsored by the sophomore class and the "car smash" sponsored by the Boys' Club. The jail was constructed of chicken wire with black crepe-paper bars. You could have a friend arrested by one of the "sheriffs" for 10 cents. One could stay out of jail by posting 10 cents bail, but most everyone seemed to enjoy serving time (about five minutes). Teachers appeared to outnumber all others in the jail!

The car smash was conducted in a parking area adjacent to the gym, which was roped off ahead of time, and lights were set up. An old car was donated by a used car dealer for our use. For 10 cents a swing you could take out your aggressions with a large sledge hammer. (All glass was removed ahead of time.) The evening's activities culminated in a dance in the cafeteria. A popular disc jockey was master of ceremonies.

Twenty groups participated in the project; between 250 and 300 of our 413 students were involved. Besides organizing the whole affair, the student council itself assumed responsibility for advance ticket sales and sponsored the dance. The Spectacular was a financial success; the budget deficit was more than met. But more important, a large number of students got real satisfaction out of a job well done.

Student Council Operated Store

When an addition was built on to our high school, space was provided for a student store to be operated by the student council. That store, now in operation for five years, has made an excellent record. Operating at a minimum mark-up in order to provide the best merchandise at the lowest cost to the students, the store has averaged a gross income of $3,200 per year, with a net profit of around $250 per year. Selling gym suits, sneakers, pens, pencils, paper, banners, selected paperbound books, and other assorted school items, the store provides a real service to the students. Local merchants are not harmed because most of the school store items are not profitable in the commercial market.

A store manager, appointed by the council, handles all orders and sales under the general supervision of the council adviser.

Profits from the store are incorporated into the council treasury and used in council projects. The initial appropriation from the council treasury to stock the store has long since been paid back.

Professional Football Team Plays Basketball

This year we are sponsoring a basketball game featuring a professional football team against an amateur basketball team which plays in a neighborhood summer league. It will cost us approximately $400 for the football team and we hope to make over $1,000 by charging admission of $1.00 or $1.50 per person.

Wishing Well

We placed a wishing well in the second floor hall and divided it into four sections with cardboard, one section for each of the four classes. The purpose of the well was to raise money to help sponsor a student from our school to go abroad in the summer. Classes competed to raise the most money; the senior boys promised to shine shoes for a week if any class could raise more money than theirs. The seniors won the competition, and the well had collected almost $400 at the end of the two weeks. Each year our council invites that exchange student to be an honorary member of the council.

Courtesy Theater Tickets

We have a contract with a movie theater chain which enables us to sell students special tickets for one dollar. This ticket entitles the student to see the first movie free and to receive a discount of 10 to 50 cents on each show after the first, depending on the price of the show. The student council receives 50 cents for each ticket we sell.

Bean Feed

Each February we have a Bean Feed, the proceeds of which are given to the American Cancer Society. Each student is issued as many tickets as he can sell. The persons who sell $10 worth or more are eligible to attend a free movie sponsored by the local theater owner. The top salesman is honored at an assembly and his name is placed on a plaque. The Bean Feed dinner is held on

a night preceding a basketball game and usually consists of baked beans, salad, rolls, dessert, milk and coffee. Our cafeteria staff donates their time to prepare and serve the meal with the help of the students.

Last year we raised $1,800 for this cause.

Musical Production

The largest money-making project which the student council sponsors is an annual musical production of a popular Broadway show. The first two musicals we did were "Damn Yankees" and "Oklahoma"; the third will be "Annie Get Your Gun." Royalty fees and production costs are high; however, we have been able to cover these costs and divide a sizable profit among several different projects.

The student council executive committee appoints a special chairman in January. This person is in charge of the entire production and acts as a co-ordinator between the council and the production committee. Try-outs begin about the middle of January for the show, given the first three or four nights of April. Nearly 200 students tried out for "Oklahoma"; 70 were in the final cast, including dancers, and about 400 students were involved in some phase of the production. Everyone is encouraged to participate in some aspect: publicity, music (the choruses and orchestra), stage crews, costumes, and various other backstage jobs.

One reason for the success of this project is the broad participation by many students.

Snack Shack

We built a snack shack this year to sell refreshments at football games. The organization and construction of this snack shack was done entirely by the school. The idea came from a mechanical drawing instructor who made a sketch of the proposed building. When the sketch was approved by the administration, the plan was turned over to the student appointed head of the building committee. It was then submitted to a local lumber company to compute the cost and list the materials needed.

Actual construction of the shack was done by the students with help of the mechanical drawing instructor and our principal. Most of the work was done by a few boys who had some experience and members of the shop class.

Operation of the snack shack is the responsibility of the student council's concessions committee. They select workers to be in charge of the shack. Through an agreement with a local merchant the committee buys all its supplies at a discount.

Used Book Sale

The used book sale at our school is designed to boost the student council budget, as well as to aid students in purchasing their books. It is run by the student council treasurer, who appoints a committee to help. Each year, immediately before school closes for summer vacation, many students turn in books they will not need in the coming school year to the treasurer and his committee. In each of these books, the student must place a small slip of paper provided by the student council which gives his name, the name of the book, and his class the coming year. After all the books have been turned in, they are stacked in piles, according to type, and are left that way for the summer.

Two weeks before school begins in the fall, the treasurer and his committee price the books, and mark the new selling price for each book on the slip of paper that each student filled out in the spring. To the selling price the committee also adds 10 cents as the student council's service charge.

Just before school opens the book sale begins. As each book is sold, its slip of paper is filed alphabetically, according to the person's name on the slip.

The slips are later sorted by classes. Committee members then reimburse students whose books were sold. The money is put in small envelopes with students' names on them and returned to students after school. The money for the books of graduates must either be taken to each graduate personally or sent in the form of a check or money order.

Book sale profits for the council were $325.95 last year.

Variety Show

The largest money-making project our student council undertakes is that of organizing, financing, producing, and directing a variety show. This job is delegated, more specifically, to the council's social committee, the chairman of which is ex officio director of the show.

Although the variety show is not given until mid-March, planning begins in early December. The 16-member social committee selects a general theme for the show and by December 7, sign-up sheets for try-outs are placed on a variety show bulletin board. Each group wanting to present its act must choose a captain to be responsible for meetings, rehearsals, and costumes for his act.

Try-outs are held after school every afternoon for three weeks. Each act is judged by eight students and two faculty members. Thirty-seven were finally selected this year to participate. Acts varied from song and dance, pantomime, small vocal groups, and magic tricks to modern dance and ballet.

In early February, the writing committee meets three or four nights a week to fit each act into larger acts, write dialogue, plan the color scheme, choose a name for the show, and check costumes. Sets are designed by the assistant stage manager who, with the stage manager, supervises all backstage activities.

During February individual acts rehearse every afternoon. These separate acts are then put together during the scene rehearsals in early March. Complete rehearsals and dress rehearsals are held the week before the actual performance.

Students serve as student director, stage manager, assistant stage manager, technical director, and technical manager. The faculty members involved are faculty director, technical director, student council adviser, band director, and print shop director. Music for the show is arranged for our dance band by one of our students.

Auction

An auction held by the seventh grade during a 25-minute activity period was the most successful project of the year. Two auctioneers, selected by their classmates with the sponsor's guidance, took turns selling pies, cakes, cookies, and surprise packages to the high school's enthusiastic bidders. The 30 items on display brought prices ranging from 10 cents to $2.50, and the net profit was $30. The pastries were donated and the articles in the surprise packages were purchased at nominal cost. Two weeks before the event, colorful posters made by students were put on the bulletin boards. Only 15 minutes of class time were used for placing the chairs in the gym and setting the stage. Other arrangements were made during a homeroom period. Very little

time and effort were required for this money-making activity that entertained students yet did not interrupt the school schedule.

New Popcorn Machine

During the past year, our student council purchased a new popcorn machine. Under the direction of the student body business manager, this machine was kept busy at all football and basketball games, and members of the student council assisted in popping and selling the popcorn at these events. The council bought the machine with the idea in mind that, after it had paid for itself, income could be used to send the incoming student body president and vice-president to the National NASC Conference.

The project has been a great success. Not only is the popcorn machine paid for, but it will help finance the incoming officers' trip this year and will make the budget balance next year so that we may again be represented at the conference. We also plan to let other school groups use the popcorn concession on certain nights so that other projects may be financed through this very painless method.

Benefit Donkey Basketball Game

The student council's most outstanding project was its second annual donkey basketball game for the benefit of the March of Dimes. Our council and another council combined efforts on this project. The event consisted of two basketball games: The first, between the local police and fire departments; the second, between the teachers of both schools. Equipped with football helmets, participants played the game from the backs of some very determined donkeys!

The rules were altered to fit the pace of the game. The more fortunate teachers escaped with scratches and bruises. The less fortunate needed minor medical treatment.

The advance ticket sales were a complete sell-out. The local newspaper donated a traveling trophy to be presented to the school selling the most tickets. The tickets, the programs, the manpower, and most of the refreshments were donated. This project enabled us to contribute $1,800 to the March of Dimes.

Orientation

Orientation Program

Although the orientation of the new students has been an annual student council project, this year's program was more thorough and effective. In addition to the regular tours of the school and discussion groups concerning all phases of our high school life and curriculum, we adopted a "big brother-big sister" plan. For each new student an upperclassman was assigned as big brother or sister to help him adjust to his new environment. The big brother or sister was responsible for accompanying his charge to several major orientation activities, as well as introducing him to other students and giving needed directions.

Freshman Orientation

The first project of this year's student council was an orientation class for freshmen and transfer students in the auditorium the afternoon of registration day. After a message from the student council president and principal, handbooks were distributed to new students. Several sections of the handbook were discussed, including qualifications for ninth-grade student council representatives and the method of their election. The president then introduced executive board members who briefly outlined their work on the student council. Following a question and answer period, student council members conducted tours of the school. The small tour groups gave new students an opportunity to familiarize themselves with the building and to clear up any further questions.

Handbook for New Students

One of the most important projects of our council this year has been to write a handbook for new students. It contains a floor plan of the school and information regarding locker procedure, book store hours, lunchroom procedures, clubs and activities, and other areas of school life. Information included was compiled from lists handed in by students who listed the problems they had faced as freshmen. This handbook will be given without charge to all new students.

"Hello" Day

A small fund-raising project done as a courtesy to new students is "Hello" Day. The printing classes print booklets with places for name, address, and phone number. The council sells these booklets and makes the gathering of names, addresses, and phone numbers into a contest. On this day students feel free to get anybody's address and phone number with no questions asked. Proceeds from this project usually amount to around $50.

Orientation Day

Half of our student body consists of rural students; half, urban. Our student council, feeling that these two groups of incoming freshmen should become better acquainted, planned a program with this in mind. Help from the local 4-H leader, the vocational agriculture instructor, and the girls' physical education instructor was secured.

Rural eighth-grade pupils were invited to catch the bus in the morning and to visit the various departments in the school during the day with student council members as guides. Teachers discussed required freshman courses and courses they might elect during their high school years. Eighth-grade students were urged to take part in as many extracurricular activities as possible during their high school career.

The gymnasium was the scene for get-acquainted games and other entertainment. Pictures of school activities were on display. The evening was rounded out when student council members served refreshments to the new students. Afterwards they were transported to their homes in school buses.

Leadership Training

Leadership Class

A leadership class open to all students was inaugurated by the student council executive council, which met with faculty members and planned the course of study. A council member then submitted the proposal to the entire student body in an assembly. The course was approved and put into operation. At present the

class, conducted as a workshop, meets only once a week; it is voluntary and carries no credit. There are two sections with 40 students each. Topics covered range from human relations, speech development, and parliamentary procedure to the duties and responsibilities of leadership, organization, and record keeping.

There are approximately 12 faculty volunteers who help with the program and teach the course. Each unit is prepared and taught by two teachers; each participating teacher acts as an adviser to four students. At the end of the course, students and faculty evaluate the program in an attempt to improve it.

Leaders Night

In the fall each year the student council sponsors a Leaders Night for the officers of all school clubs. The evening begins with a dinner, each club paying for the dinner of its officers from its own treasury. Following dinner a guest speaker talks on leadership, its qualities, and its responsibilities. Then each council officer conducts separate meetings with club officers holding the same office to discuss duties, responsibilities, and any questions that arise.

Leadership Workshop

Each September, we hold our leadership workshop. Officers of school organizations and student council members meet in the auditorium during a lengthened advisory period on two successive days. The purpose of the workshop is to re-acquaint the student leaders with parliamentary procedure (a group of students gives a demonstration), the chain of authority, leadership qualities, and methods of working in groups. It is always very helpful and students receive valuable information on leadership procedures.

President's Club

Membership of the President's Club is composed of all club presidents in the school. The first project of the club is to make a detailed study of parliamentary law and procedure under the guidance of a qualified teacher secured by the student council. The council also provides the necessary textbooks for the club which meets once each week for a one-hour period.

When this study is completed, the council presents a gavel to each club. The President's Club continues to meet occasionally throughout the year to give clubs the opportunity to know what each is doing, to discuss common problems, and to plan co-sponsored projects.

Chartering Clubs

The most important thing our council has done is to charter clubs within the school. By granting these charters, the council is able to coordinate more smoothly the functions of all clubs.

Before the clubs receive their charters, they must present their purposes and plans, their membership, and the nature of their program to the council. If the club has a fee, a budget is presented. The charters are issued for one year only. This helps each club to reconsider its aims and programs each year.

We request that the clubs report to us all projects of interest that they have undertaken. Near the end of each school year, they must make a written report of the year's accomplishments.

Awards, Honors, and Scholarships

Let's Face It Week

The promotion of "Let's Face It Week" was a big job for student council members. Each day of this week was devoted to honoring a special in-school group. Obscure bits of information were diligently searched out and related to the student body over the public address system. Banners and signs were put up indicating whose day it was.

On Monday, the administration, librarians, and office help were honored. Notes were sent to these people before school, notifying them of a brunch to be held in the faculty dining room from 9:45 a.m. to 10:15 a.m. Doughnuts and coffee were served and name tags were given to each person.

On Tuesday, the teachers were honored. The F.T.A. gave a brunch, which everyone enjoyed, before school.

Custodians' Day was Wednesday. Notes and name tags were sent to them during second hour. They were served cookies from the bakery.

The cafeteria staff had their day Thursday. Cake was obtained from the bakery and given to the head dietitian, so that she might distribute it during the ladies' lunch period.

Of course we couldn't forget the students! Friday was our day. "Let's Face It Week" was a tremendous success. Each group in our school is now more appreciative of each other's job, and each cooperates in making the other's tasks easier.

Honors for Non-Athletic Activities

Last year the student council initiated a project to honor students who had made substantial contributions to the school in non-athletic activities. While recognition is given in the form of letters and awards to athletes, our other outstanding students, except through the National Honor Society, had never been formally recognized.

A committee, organized to draw up guidelines for such an award, established the following criteria: good scholastic achievement; membership in school-sponsored clubs and organizations; class and club officership; outstanding work in the fields of drama, art, science, and music; contribution of time and effort to the student council; and service to the school through volunteer clerical work in the administrative offices. The committee decided that the scholarship achievement rating should be lower than that required for membership in the National Honor Society, for this qualification was in no way meant to compete with the scholastic standards set by that society.

A point system was established awarding students credit for outstanding work done in any of the above mentioned activities or for honor grades. A survey was made of the senior class and the activities of each member were listed and evaluated.

Recognition Activities

Our school has a number of affairs to recognize outstanding people in the school and to publicize the club program: a Recognition Dinner, Faculty Day, and Club Week.

The Recognition Dinner is held every spring for outstanding students who have won honors during the year. One formerly unrecognized student who has participated in many school functions but has received no credit is also honored.

Another big event of the year is Faculty Day, the day set aside for students to honor teachers. The teachers are presented flowers, and a tea is held in their honor after school.

Club Week is another project, a week set aside to encourage students to join clubs. Clubs sponsor vigorous campaigns to get new members and present skits and speeches during a special assembly.

Scholarship Fund

The scholarship fund is, perhaps, one of the best projects continued yearly by our student council. The fund was set up in commemoration of a graduate, an outstanding student council member, fatally injured after graduation from high school.

A scholarship of $100 is given to one outstanding senior each year. Selection is made by the student council and adviser. Basis for selection is not necessarily scholastic. The scholarship may be applied to any type of training.

Money for the fund is raised by charging admission to a talent show held in the spring. The performers are all students. The talent show is coordinated with a publicized drive for donations to the fund.

Club of the Month Award

In reviewing club constitutions as an annual function of the Student Cooperation Association last year, we found that many of the clubs were not fulfilling the objectives set by their constitutions. This year, each club is striving to build interest and to meet these objectives. The administration will review those clubs which show no signs of improvement at year's end and will decide whether or not they should be discontinued.

To boost club action, the SCA decided to present a Club of the Month award to the club involved in the most worthwhile activities during the preceding month. Secretaries of clubs turn in lists of club activities a week before the monthly SCA assembly. A committee of four students and four teachers reviews these lists, takes a vote, and the Club of the Month award is announced during the following assembly.

Pictures are taken of club members and featured in prominent places in the school. The club's colors, emblems, plaques, and other items of interest are placed on the SCA bulletin board until the next award is given.

Point System To Earn School Letter

Our most successful project this year was the completion of a point system for the school letter, which was previously given only for athletics. The system is simple and bookkeeping is done by student council members under faculty supervision. Following is our plan:

One-Point Activities

Member of athletic squad (not varsity)
Junior varsity team
Minor part in school play
Projection machine operator
Stage property helper
Member of approved club
Member of student council
Member of safety patrol
Participant in intramural sports
Participant in school contest
Magazine team captain of homeroom

Three-Point Activities

A and B record for one year
Vice-president of student council
Secretary of student council
Officer of county council of student councils
Officer of club or class news reporter
Radio reporter (three times)
Member of yearbook staff
Officer of safety patrol (other than captain)
Major role in school play
Cheerleader
Storekeeper for school team
Team captain for magazine drive
Stage property manager
Chairman of project machine operators
Homeroom president
Member of varsity team
Highest seller in a magazine drive
Member of band for one year

Five-Point Activities

"A" student for one year
Captain of major sports team (soccer, basketball, baseball, fieldball)
President of approved club
Yearbook editor

Perfect attendance for one year
Student council president
Winner of state FHA contest
Member of county championship team
Manager of major sport
Winner of any county contest
Safety patrol captain

1. No student may claim points as a member of a club and as an officer of the same club.
2. The student council reserves the right to review points claimed by all students.
3. Each homeroom president will be responsible for keeping records of the students in his homeroom.
4. The student council and the faculty sponsor of the activity have the right to evaluate a student's points.
5. Changes in the above system must be approved by the principal upon the recommendation of a two-thirds vote of the student council.
6. The number of points necessary for awarding a letter will be set each year by the student council with the approval of the principal.

By delegating responsibility among the students in this way, more students begin to develop an interest in student council and its projects. We have seen that this interest leads to improvement.

At the beginning of the school year, the student council helps newly elected officers and representatives understand their duties and responsibilities through its leadership training classes, held at night every other week for three months. These classes include discussions of parliamentary procedure and lessons in human relations and psychology.

Special School Events

Issues Week

Issues Week was an experiment in curriculum developed by our student council. The theme for the week, "Man and His Environment," was developed during four days of special activities and was designed to bring each student to a better understanding and awareness of his environment.

From Monday through Thursday three or four activities were presented every hour which students could attend as they wished. Activities ranged from a movie on black history to a panel on pollution to a play on drugs to a discussion of religion and the

draft. The council invited numerous guest speakers to lead discussions, including a president of a broadcasting company, a city planner, American Indians, politicians, community religious leaders, a newspaper columnist, and many others covering a great variety of subjects.

Friday was a "debriefing period" during which students and teachers discussed the week's activities and their value. Students were also encouraged to express their opinions on any topic covered during the week.

The freedom allowed each student during the week gave each one the opportunity to plan his own course of study for the week. The diversity of topics covered gave students a chance to explore a wide range of new areas of thought.

School Birthday

One of our special projects is celebrating the school birthday each year during the latter part of January. This is a two-day event. On the first day, Color Day, each student dresses in the school colors and each homeroom is decorated for the occasion. Homerooms are judged for their decorations, for students' dress, and for their spirit in singing the school songs. Cash awards are given for first-, second-, and third-place winners. The most suitably dressed boy and girl are also selected and given a cash award.

On the second day, we have an Alma Mater Assembly. Former students, now in various professions in the city, are invited to attend the program and give short talks. Also invited are former student council presidents, school newspaper editors, and other more recent graduates.

Parents' Day

Our most successful project was Parents' Day, a day to introduce our school to our parents. Invitations were sent to each parent by the English and commercial departments and plans were made to entertain them. The home economics teacher helped the cafeteria director and the students plan the lunches. The mathematics class was asked to figure the prices of all foods. Films were shown in history classes, typing classes were held for beginners as well as advanced students, and the librarian displayed books and magazines of special interest to parents.

The parents came on the regular school schedule, were met by council members, and were taken to the auditorium where they were assigned in groups of 15 to council members. Then the school day started. They spent from five to 10 minutes in a class. At the end of the tour, they had lunch in the cafeteria. Following lunch, they reassembled in the auditorium and from there went to the communications room where they were allowed to use the public address system to comment on the day's activities. The remainder of the day was spent as the parent preferred, either in his child's room, the gymnasium, or the library.

Fellowship Week

During our Fellowship Week each day was set up to achieve a particular goal: Monday was Courtesy Day; Tuesday, Respect for Property Day; Wednesday, Cooperation Day; Thursday, Conduct Day; and Friday, Sportsmanship Day. Each student was asked to volunteer to work on one of the committees and school time was set aside so that all the committees could meet simultaneously and formulate their plans. The school paper kept everyone informed.

On Monday of Fellowship Week, the courtesy committee handed out illustrated pamphlets; teachers awarded courtesy tags; and the subject of manners was discussed in all the English classes. Respect for Property Day was highlighted in posters and booklets. Wednesday, an assembly was held in which all committees presented skits and talks related to their particular projects. On Conduct Day, the students took over the study halls completely. A student was placed in charge to sign passes.

For Sportsmanship Day, the committee printed an appeal in the local newspaper for all adult spectators at games to observe the rules for good sportsmanship. At the game that evening, students used the public address system to remind spectators of their responsibilities.

Homecoming

Our biggest and most successful project each year is Homecoming. It is a two-day affair and our student council president

is general chairman. On a Thursday evening, we have a parade in which most school clubs enter a float.

One committee gets trucks for the floats; another committee awards a trophy to the club with the winning float. After the parade, another committee takes over for the traditional "burning of the C." Still another committee oversees the election of a queen and court by the student body.

The following day the Assembly Committee presents a program for the entire school. They see that the gym is decorated and the queen is prepared to be crowned. They invite the team captain and three or four cheerleaders from the opposing school to participate in the assembly. They also make the preparations for some type of entertainment, contact cheerleaders to lead various cheers, and ask one of the teachers to give the customary speech about the game. At the assembly students present from the other school are introduced to the student body.

Friday evening we sponsor a dance after the game. Several different committees handle the band, decorations, tickets, refreshments, and checking. Preparations are started well in advance and, with the cooperation of all student council members and the student body, Homecoming always proves to be very successful.

All-School Dinner

The student council sponsored an all-school dinner where all organizations that wanted to participate were included. The returns from the dinner were divided among the cooperating groups with the exception of the student council. Since the student council sponsored the dinner, it received the first $400 to be used for two $200 scholarships. The other organizations received profits in proportion to the number of tickets they sold.

The preparations for the dinner were made many weeks beforehand. The menu was planned by the supervisor of the cafeteria. Cakes and pies were baked by the students and mothers and donated for the dinner, which was served cafeteria style. Serving began at 11:30 a.m. and continued until 3:30 in the afternoon.

Members of the student council and of the other participating organizations worked all day setting the tables, serving people, running errands, taking tickets, clearing tables, and washing and drying dishes.

Weiner Roast

One of the biggest projects of the student council is the annual weiner roast in October. Preparations are made by the council members, who buy hot dogs, buns, potato chips, and doughnuts for refreshments. At about six o'clock the crowd gathers. Different groups lead cheers for each class and the evening closes with the singing of school songs. The benefits from this project are numerous: (1) the new council members meet each other and become accustomed to working as a body, (2) the students, especially the freshmen, are introduced to new friends, (3) the teachers and the students meet informally.

Skating Party

The most successful project our student council had this year was a skating party held to raise money. Our school has four skating parties throughout the year and offers the sponsorship of these to various clubs and organizations. We advertised over the public address system and distributed posters throughout the halls. A profit of $58.15 was made on tickets sold at school and at the skating rink. Some of the profit was used to send delegates to the student council convention in our area.

Annual Pops Concert

An annual pops concert, put on by the council, our National Honor Society Chapter, and the school's musical organizations, is one of the highlights of the year. There are selections by the band, orchestra, soloists, and our choral society. During two intermissions, fancy sandwiches, soft drinks, and fudge are sold. As the concert is usually held the first week of May, appropriate spring decorations are used.

School Picnic

One of the annual projects of the student council is the school picnic held each June at a local county park. The student council officers and a faculty committee are in charge of the day's program. The physical education department arranges the games

and selects members of the student body and faculty to supervise the play and be responsible for the equipment.

Students report to school at the regular time and are excused to reassamble at a given point in the park at 10:00 a.m., where the roll is taken by the regular section teachers. A variety of games occupy the major part of the morning. After the play period, students report by homerooms to pre-arranged locations where fireplaces are provided. Fuel, food, and tables are furnished by the school and placed in position by faculty and students. Another committee of faculty and students man the central distributing area. Cooking arrangements are organized separately by each homeroom. Each group is responsible for returning equipment and cleaning up the area. The council appoints a supervisory committee to check all picnic areas at the close of the day.

The student council finances one half the cost of the food and the individual student contributes the other half.

Gym Night

One of our most profitable and popular projects this year was Gym Night. This came on a Friday evening during the lull that follows the close of a basketball season.

The school's two gymnasiums were opened for the evening from 7 to 9 for such activities as volleyball, basketball, apparatus use, and wrestling demonstrations. Three volleyball games went on simultaneously for all who wished to play. Basketball came next, a girls' game and a boys' game, both of which had been organized earlier in the week and much publicized. (Teachers in the physical education department acted as referees.) Wrestling took place in the small gymnasium, and members of the varsity team gave demonstrations and instructions to interested students.

Following the games, which were all teacher-supervised, punch and soft pretzels were served. Dancing to records began and continued until 11 p.m. Everyone wore old clothes—jeans or shorts or gym suits—and the admission was 25 cents. This type of entertainment is very enjoyable provided it is planned in advance and well supervised.

Holiday Projects

Christmas Baskets

For a number of years it has been a tradition for the student council to sponsor Christmas baskets as one of its main projects. Early in December, the homeroom representatives begin laying the preliminary foundation for this project. Committees are appointed and food lists are made. Each homeroom usually has committees for making decorations, for collecting cash for a ham, for buying last minute purchases, and for keeping records of the food brought in. A list of suggested staple groceries, fruits, canned goods, and toys is distributed to each homeroom. Students are given the opportunity to sign up for the food of their choice. This makes the basket more varied in content.

On the day before Christmas holidays, baskets must be completed, contents listed, and each entry placed in the gymnasium where judges select the winners. The baskets are judged 85 percent on content and 15 percent on decoration. The first place winner receives five dollars; second place, three dollars; and third place, one dollar. Each homeroom with 100 percent participation receives recognition. Judges are local citizens who take an interest in school activities.

Christmas Door Decorations

To increase our Christmas spirit, the student council sponsors an annual door decorating contest.

Displays range from the sacred to the amusing. Rules for the door decorating contest are as follows:

- All work must be done by students. Any work done by teachers will be disqualified.
- No more than $2.50 may be spent for materials.
- Judges will be members of a local garden club and local artists.
- All work must be done during the homeroom period, before school, or after school.
- No objects or substances may be used which will harm the doors.
- First, second, and third place ribbons will be awarded.

• The homeroom winning first place will be allowed an extra party.

• The student council representatives and homeroom presidents will be responsible for the door decorations for their homerooms.

Party for Orphans

Each Christmas and Easter, we give a party for an orphanage in our community. We have a drive for three weeks beforehand to raise money for the party and for the presents which we give the orphanage. This past Christmas, we had a tag week. When students donated money, they pulled a tag from a fish bowl. (There were two sets of tags, one for boys, one for girls, with corresponding numbers.) The object was to find the person with the corresponding tag number and to bring both tags to a dance where there was a drawing.

We made $75 selling the tags. With this money we bought the orphanage four radios. Admission to the dance was one book, since the orphanage needed books for its library. Then we presented the books, radios, and refreshments to the orphanage at the Christmas party.

Christmas Toy Project

The student council sponsors this activity each year. The school is divided into homeroom teams which compete in the gathering and repairing of toys. The homerooms repair and paint the toys to give to less fortunate children. The student council committee collects the toys which have been reconditioned and gives them to groups of students to be wrapped in Christmas paper and stored for the coming Christmas season. Children's names are gathered from students of the junior high, elementary schools, and from the Lions Clubs. These agencies, along with the Boy Scouts, deliver the toys to the less fortunate children of the district.

Christmas Card Delivery

The service committee of the student council annually delivers Christmas cards for all of our 1,400 students. Large, colorfully decorated trash cans are placed about the school for use as mailboxes. The service committee sells Christmas Tuberculosis Seals which it receives from the local United Fund. These seals are

sold to the student for one cent apiece. One seal on a card will ensure delivery to any student in the school. The money that we receive for the seals is given to the United Fund.

Christmas Tree

Several years ago our student council proposed that we sponsor a small Christmas tree which could be displayed in our library. A tree was purchased, lights were donated, and tree ornaments were provided by enthusiastic students. The following year the student council bought a 12-foot Christmas tree as well as decorations and lighting equipments, which became permanent possessions of the school.

Last year we moved into our new high school building. Through the kindness of one of our patrons who knew of our Christmas project, a beautifully-shaped Scotch pine tree was donated to the council. This tree was placed in our main corridor and, after our student committee decorated it, it was a symbol of the holiday season as well as an object of beauty.

Thanksgiving Project

Our student council Thanksgiving project proved most successful. We collected 25 cents from each student (smaller amounts, of course, were graciously accepted). The student council then collected numerous unclaimed lost-and-found articles and unsold items from our school bookstore, as well as certain small items from home and elsewhere. Some new items of clothing were also donated.

Then an auction was held in the assembly hall. The auctioneer, a "fast-talking" council member, kept the crowd in a buying mood with his good humor.

The event was a success financially and the proceeds were used to buy turkeys, chickens, and other groceries for needy families in the area whose names were obtained from the school nurse and the local health department.

Athletics

Basketball Attendance Award

The student council sponsors an annual award to the class which boasts the largest percentage of students at home basketball games. Student council members stand at the door for each game and tally the number of students in each class who attend. The award is a gold and mahogany plaque on which the name of the winning class is engraved. Thus, the student council encourages friendly class rivalry which, in turn, promotes overall school spirit. Of course, attendance at basketball games has risen remarkably in the four years in which this project has been in action.

Ice Skating Rink

Below our football field was a stream. Our council, in cooperation with all the other school organizations, helped pay to have this stream dammed and excavated to make a large, shallow pond for ice skating for the school and the community. Each organization has the rink for an evening and charges admission to make money for its activities. We use our football stand to sell food to the skaters.

Class Games

It's class against class in the inter-class games, one of the student council's many school programs. Initiated last year, the games are part of this year's calendar and are well on the way to becoming a school tradition.

Basketball teams from each class compete in regulation games. Boys' teams play at night, following the girls' games. Seniors play the juniors; sophomores oppose the freshmen. The two winning teams have play-offs the following day before the whole school and, most important, during school time.

Individual classes compete for the spirit trophy. Pep squads, cheerleaders, and bands generate enthusiasm for their class. The girls make their own cheerleading uniforms; pep squad outfits (sweatshirts, baggy slacks, ragged dungarees, and cowbells) come from who knows where.

Class colors, themes, and teams are chosen under the direction of class vice-presidents.

The purpose of the program is to give those students who do not make varsity teams an opportunity to compete in publicized games and to foster school and class spirit. Only a limited number of students can participate in varsity sports. This way, others can display their talents.

Powder Puff Football Game

The Powder Puff Bowl is a football game between junior and senior girls. Both classes pick boys for cheerleaders, majorettes, and drum major. Each class chooses a mascot and class colors. Together, the pep squads do a half-time show, and the girl football squads pick one boy, junior or senior, to be the football beau. This boy receives a ridiculous bouquet such as carrots, cauliflower, etc. This project delights young and old and builds up school spirit.

Train Trip to "Away" Game

The most successful student project of the year was the train trip to support our football team at an "away" game. The trainload included two band cars, two junior high school cars, one food car, and seven cars full of the football fans. There were 778 passengers altogether on the train including students, chaperones, cheerleaders, local and state police, and train officials.